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ABSTRACT

This document discusses accountability and the 1999 strategic and action plans for the Wyoming Community College System (WCCS). The primary WCCS goal for 2000-2004 is to assure coordinated, efficient, and effective operations of the community college system. Program 1 of the action plan is to provide effective credit instructional programs for Wyoming citizens. Program 1 has two objectives: (1) to deliver quality instruction by employing a highly qualified faculty, staff, and administration; and (2) to prepare students for transfer or the job market by providing equipment and technical support at each community college. In addition, to establish the status of the objectives, a common graduate, transfer, continuing student, and employer survey were developed over a two-year period. According to student self-assessments of their experiences at Wyoming's community colleges: (1) 91% of students who transferred to the University of Wyoming felt that their community college did an excellent job preparing them for further study at a four-year institution; (2) 70% of students consulted with an advisor regarding transfer while they were attending a community college; (3) 85% of students felt that their general knowledge and intellectual curiosity had been moderately or much improved at their community college; and (4) 79% of students were satisfied with cultural programs offered. (NB)

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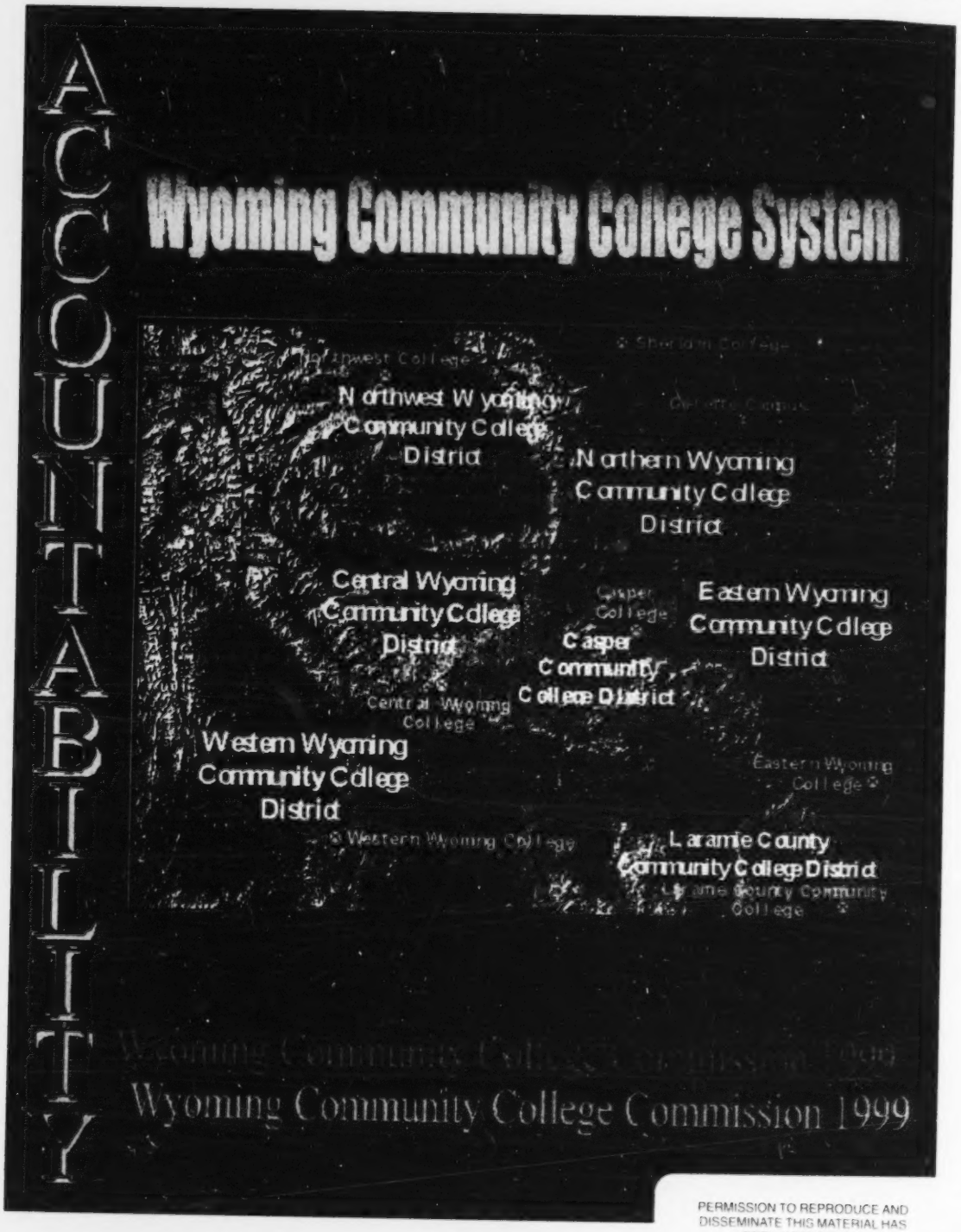
ACCOUNTABILITY
Wyoming Community College System
Northwest Wyoming Community College District
Northern Wyoming Community College District
Central Wyoming Community College District
Casper Community College District
Eastern Wyoming Community College District
Western Wyoming Community College District
Laramie County Community College District
Wyoming Community College Commission 1999

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WYOMING COMMUNITY COLLEGE SYSTEM

GOALS AND OBJECTIVES

2000-2004

PREFACE

W.S. 21-18-202 through 317, Session Laws of Wyoming, 1985, as amended 1991, define the roles and responsibilities of the Commission and the colleges. The purpose of the Strategic Plan is to distinguish goals and objectives related to those mandates and to provide for accountability measures related to the objectives. The goals of the Commission, the colleges, and Wyoming Public Television are synonymous in that each seeks to promote the delivery of quality, accessible, and affordable education programs to Wyoming's citizens. State support for the two-year colleges of the System places a strong obligation on the Commission to perform its roles of coordination, advocacy, and accountability. The plan addresses those concerns in the tracking of appropriations and the development of assessment measures.

The diagram of the plan model is included as Exhibit A and displays a single goal for the Commission and a single goal for the college system. The objectives under these goals aggregate the dollars and the outcome measures included in the action plans for the Commission and for the college system:

Commission System Goal
Objectives
Commission Action Plan

College System Goal
Objectives
College System Action Plan

The Commission developed its goal, objectives, and action plan as displayed in Exhibit B. The colleges, working through the consultation process, developed the programs of their action plan, which are included as Exhibit C. Additionally, the Commission assumed an active role in forming the goal and objectives for Wyoming Public Television (WPTV).

PHILOSOPHY AND MISSION

Philosophy of the Community College System

The Commission, the seven community colleges, and public television comprise the Community College System which believes that a quality, accessible, affordable education is the right of every Wyoming citizen. The System strives to deliver postsecondary education and training consistent with its mission as defined in statute.

THE WYOMING COMMUNITY COLLEGE COMMISSION

Ms. Judith Vasey, Chair

Ms. Patricia Goodson, Vice Chair

Mr. Ed Jolovich

Mr. Randy Hillstead

Ms. Laura Perry

Mr. Don Bryant

Ms. Kari Gray

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Central Wyoming College
Jo Anne McFarland, President

Eastern Wyoming College
Jack Bottenfield, President

Laramie County Community College
Charles Bohlen, President

Northwest College
Frances Feinerman, President

Northern Wyoming Community College District
Steve Maier, President

Western Wyoming Community College
Tex Boggs, President

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WYOMING COMMUNITY COLLEGE COMMISSION AND SYSTEM GOALS

2000-2004

COMMISSION GOAL I

To assure coordinated, efficient, and effective operations of the Community College System.

Objective A: To manage Commission programs that ensure the efficient and effective operations of the Community College System.

Status of Objective: This *Annual Strategic Plan Report 1999* includes the results of common system-wide student and employer survey questionnaires. In addition, the Commission has completed studies of statewide concurrent enrollment policies and practices, College System staffing, citizen access to community college education (with college enrollment projection models), and comparative costs of community college education. Annual enrollment reports, studies of developmental education, and studies of out-of-district sites have also been completed over the past four years. In progress are studies of student retention/attrition, transfer student hours-to-degree at the University of Wyoming, student financial aid, and College System tuition and fees.

This first year of reporting on the plan's strategic indicators will provide benchmarks against which future reports may be compared.

Objective B: To ensure the equitable distribution of, and accountability for, state aid dollars utilized in community college instructional and support programs.

Status of Objective: On June 23, 1999, the Commission adopted new budget request and funding allocation models. Both models rely on comparisons of each Wyoming community college to twelve comparator institutions in the nation. The comparators were selected by an outside consultant, the National Center for Higher Education Management Systems, and provide for the first time external benchmarks against which to evaluate the funding adequacy of the Wyoming colleges.

The selection criteria for the comparators were size of institution by FTE enrollment, part-time/full-time mix of students, mix of program offerings, and locale population.

The new budget request model assures distinctive roles for Commission and college Boards of Trustees, with the Commission goals focused on parity with the comparator institutions and equity among the colleges of the Wyoming system. Line item issues such as salary levels are the responsibility of college boards and are to be addressed from the colleges' block grant.

The funding allocation model distributes "new" dollars from state or local revenues to the colleges in two ways. Fifty percent of new dollars are allocated to each college proportionately, based on each college's share of the total state appropriation and local appropriation budget. Fifty percent of new funding is utilized to address inequities within the system. The college with the lowest percentage relationship to its peers receives funding until it achieves the level of the next lowest college, then both colleges are funded until they reach the level of the third lowest college, and so on.

A college is allowed to achieve 105% of its comparators before its proportional share of funding is assigned to equity funding. If "new" funding is negative in the system total, all colleges share proportionately in funding cuts.

The new models supercede a funding distribution formula that recognized enrollment and square footage as drivers, but which had no standards against which to judge allocations. The new models are intended to protect the state and local investments in the higher education infrastructure and to eliminate competition for enrollment in an era of declining enrollments.

The American Association of Community Colleges core indicators of effectiveness are integrated into the many strategic indicators of this report and provide initial benchmarks for assessing accountability in the seven community colleges.

Objective C: To provide fiscal and program accountability for Wyoming Public Television.

Status of Objective: WPTV objectives A through E are reported on pages 8-12 of this document.

Objective D: To provide resources to the colleges for emergency repairs and preventative maintenance for individual college facilities based on a system priority plan.

Status of Objective: See Commission Action Plan, Objective 1, page 13-14.

Objective E: To provide equitable distribution and accountability for State Student Incentive Grant (SSIG) funds.

Status of Objective: See chart on following page.

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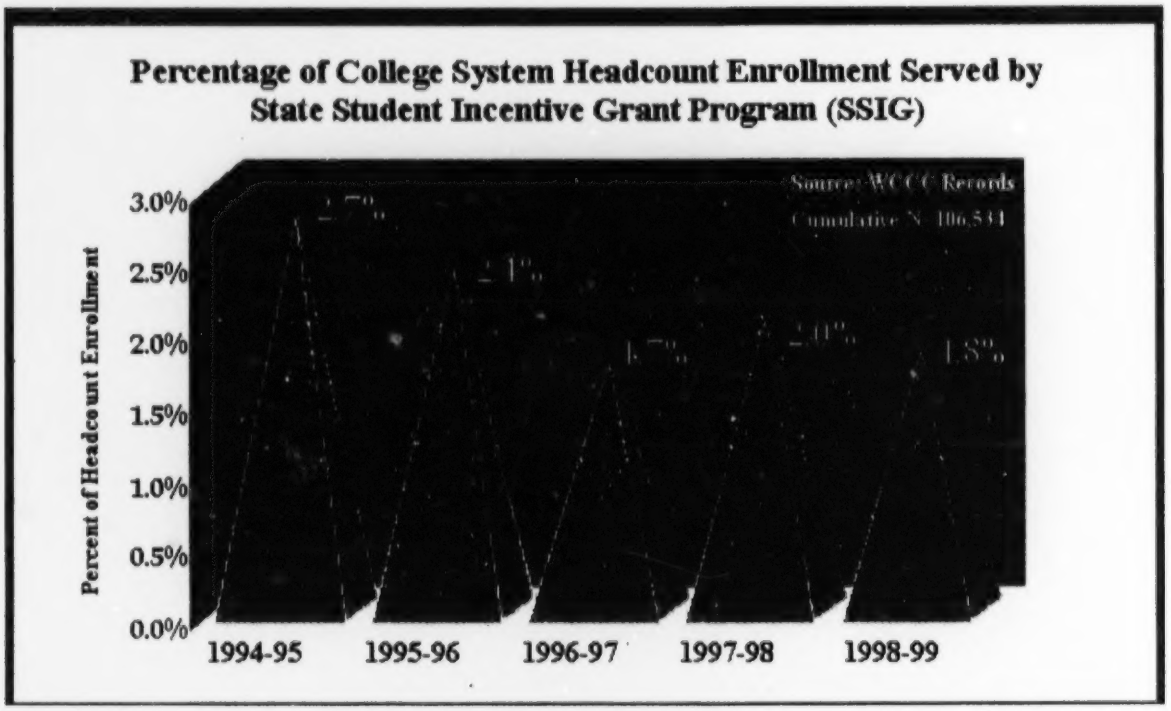


Objective F: To provide liaison, monitoring, and accountability for job skills training centers under the Memorandum of Agreement with the Department of Family Services.

Status of Objective: There has been little activity in the job skills training program in FY99, and the Commission has recommended phasing the program out.

COLLEGE SYSTEM GOAL I

To provide access to post-secondary educational opportunities by offering broad comprehensive programs in academic as well as vocational-technical subjects.

Objective A: To provide low tuition, open access credit instruction in academic transfer, career and occupational, and developmental programs.

Status of Objective: The National Center for Higher Education Management Systems is conducting a study of revenue sources for the community colleges, including the rate of tuition. After reviewing the study, the Commission is likely to take action regarding the level of tuition charges and possible differential factors related to it.

Outcome measures utilized to assess this goal include the twelve core indicators of the American Association of Community Colleges and other studies. The 61 strategic indicators of this report are based on those twelve core indicators.

Objective B: To provide effective student services, continuing education, institutional support, facilities, workforce development, and public and community services programs.

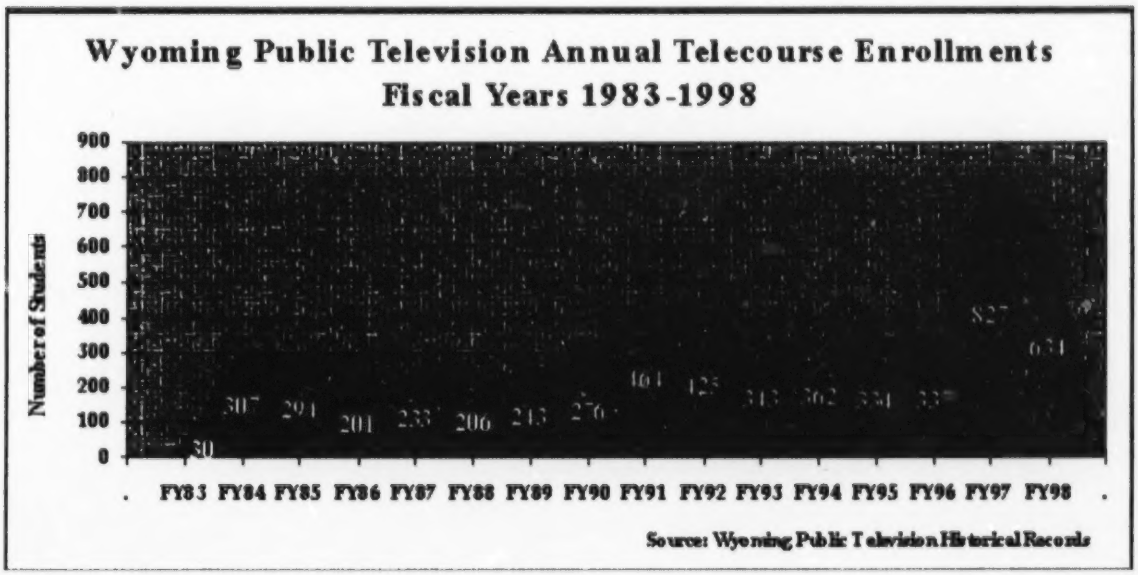
Status of Objective: Strategic indicators, along with specific outcome measures in each of the areas listed above, are presented throughout this report.

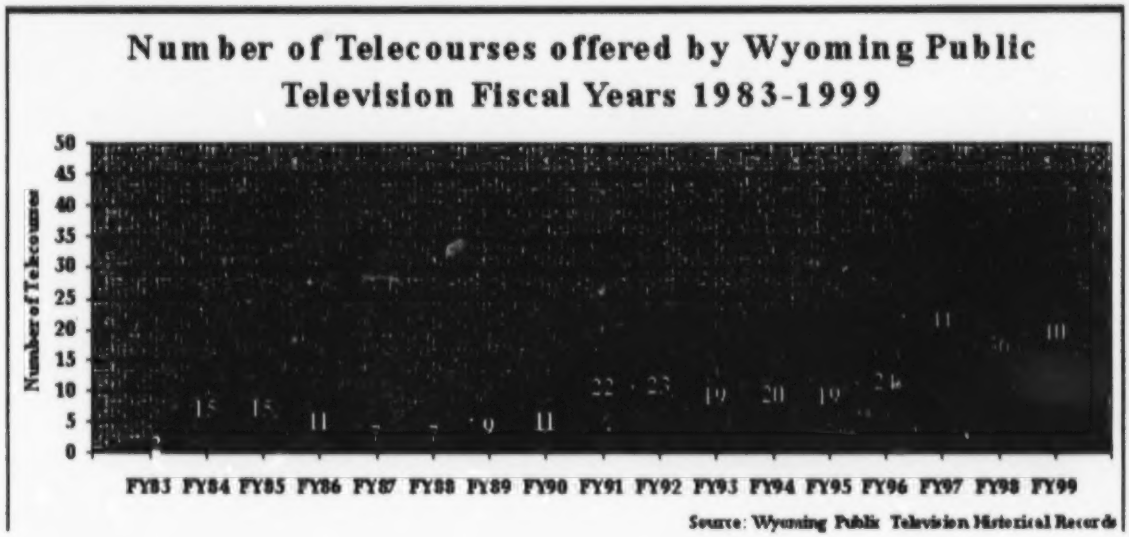
WYOMING PUBLIC TELEVISION GOAL I

To provide statewide electronically delivered programming and services that educate, enrich and inform Wyoming citizens.

Objective A: To deliver credit and non-credit instructional programming via distance education technology.

Status of Objective: In the last ten years, enrollments in telecourses have grown 286%.



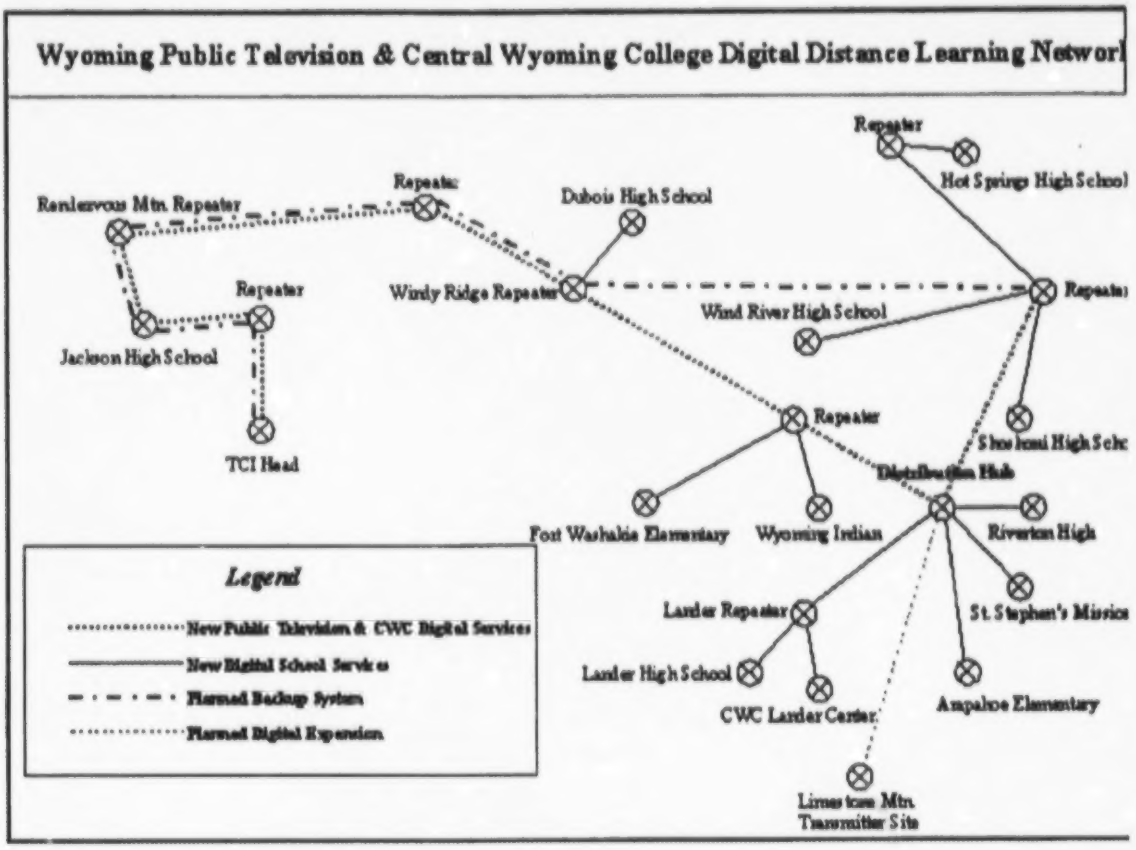


Objective B: To provide reliable statewide access to Wyoming Public Television programming and services.

Status of Objective: As part of its 1998-2000 biennium budget request, Wyoming Public Television had asked for $100,000 to fund an engineering study to have an independent engineering firm assess the current system and make recommendations on the following areas:

1) Universal access
2) Compliance with FCC requirements for conversion to digital services
3) Evaluation of shared use of facilities with other state entities

Due to lack of funds, Wyoming Public Television has been unable to complete a statewide engineering analysis. Despite this, it has explored ways of improving reliability and expanding service through partnerships. Through shared use of facilities, WPTV and Central Wyoming College have significantly increased distance learning capabilities in central and northwest Wyoming and have increased reliability and capability through implementation of new digital services.



Objective C: To produce local programs by, for, and about Wyoming people, issues, and interests.

Status of Objective: During 16 years of service to the state, Wyoming Public Television has seen a steady increase in viewership. In the last ten years alone, there has been a 350% increase in the number of households tuning into WPTV--from 8,000 households in 1989 to 28,000 in 1999.

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Wyoming Public Television Local Programming May, 1998-May, 1999

Source: WPTV Programming Log

May, 1998
Main Street, Wyoming
Wyoming Weekly
Train Fest
Yellowstone Tourist
Sails of Fire
Wyoming History Through Song
Wyoming Foster Care
Children of Wind River
College in Confinement
That Gold Mine in the Sky
Along Jim Bridger's Trail
Wyoming Public TV's Anniversary Show
Fiddlers in the Sage

June, 1998
Main Street, Wyoming
Wyoming Weekly
Wyoming Signatures

July, 1998
Main Street, Wyoming
Wyoming Signatures
Ghosts of the Forest

August, 1998
Main Street, Wyoming
Wyoming Signatures
Wyoming Decisions '98, Secretary of State Debate
Wyoming Decisions '98, Governors' Debate
Wyoming Decisions '98, Auditors' Debate

September, 1998
Main Street, Wyoming
Wyoming Signatures

October, 1998
Wyoming Weekly
Main Street, Wyoming
Wyoming Signatures
Wyoming Decisions '98, U.S. House
Wyoming Decisions '98, Treasurers' Debate
Wyoming Decisions '98, Public Instruction Debate
Wyoming Decisions '98 Secretary of State Debate
Wyoming Decisions '98 Governors' Debate

November, 1998
Wyoming Weekly
Main Street, Wyoming
Wyoming Signatures

December, 1998
Wyoming Weekly
Main Street, Wyoming
Wyoming Signatures
Dude Ranch Days
Make it Stop

January, 1999
Wyoming Weekly
Main Street, Wyoming
Wyoming Signatures

February, 1999
Wyoming Weekly
Main Street, Wyoming
Wyoming Signatures

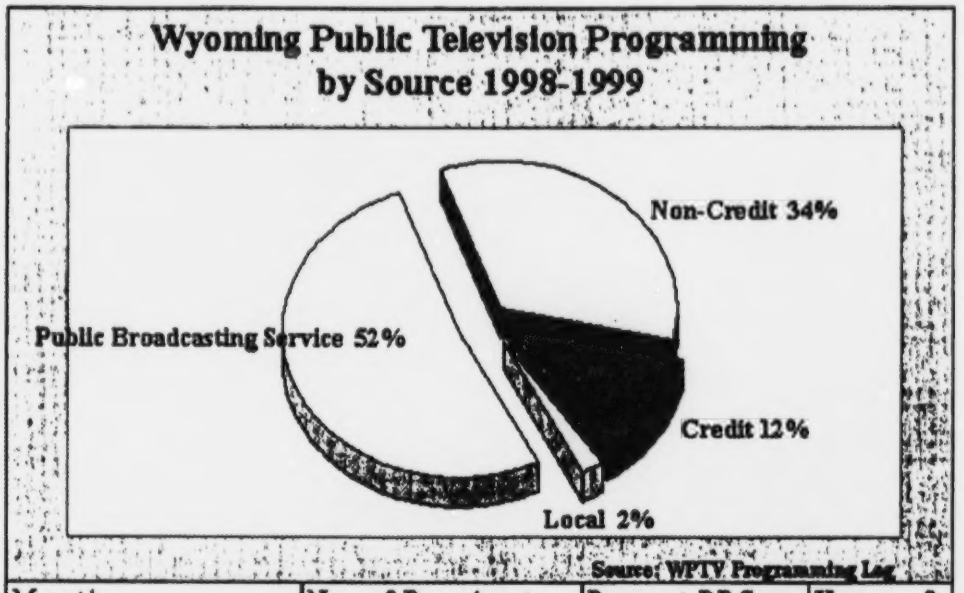
March, 1999
Wyoming Weekly
Main Street, Wyoming
Wyoming Signatures
Wyoming Transportation Museum
Four Seasons in the Wild

April, 1999
Wyoming Weekly
Main Street, Wyoming
Wyoming Signatures

May, 1999
Wyoming Weekly
Main Street, Wyoming
Wyoming Signatures

Objective D: To provide a minimum of 3,000 hours per year of nationally produced education, cultural and information programming.

Status of Objective: Wyoming Public Television provided 6,792 hours of programming last year. Of this, 3,517 hours were from the PBS national program service and an additional 2,360 hours were purchased from other sources.



Month	No. of Broadcast Hours	Percent PBS	Hours of PBS
May, 1998	528	58%	306
June, 1998	512	52%	266
July, 1998	532	50%	266
August, 1998	529	55%	290
September, 1998	512	47%	240
October, 1998	535	47%	251
November, 1998	515	47%	242
December, 1998	539	72%	388
January, 1999	533	49%	261
February, 1999	480	45%	216
March, 1999	531	41%	218
April, 1999	514	48%	247
May, 1999	532	61%	326
Totals	6,792	52%	3,517

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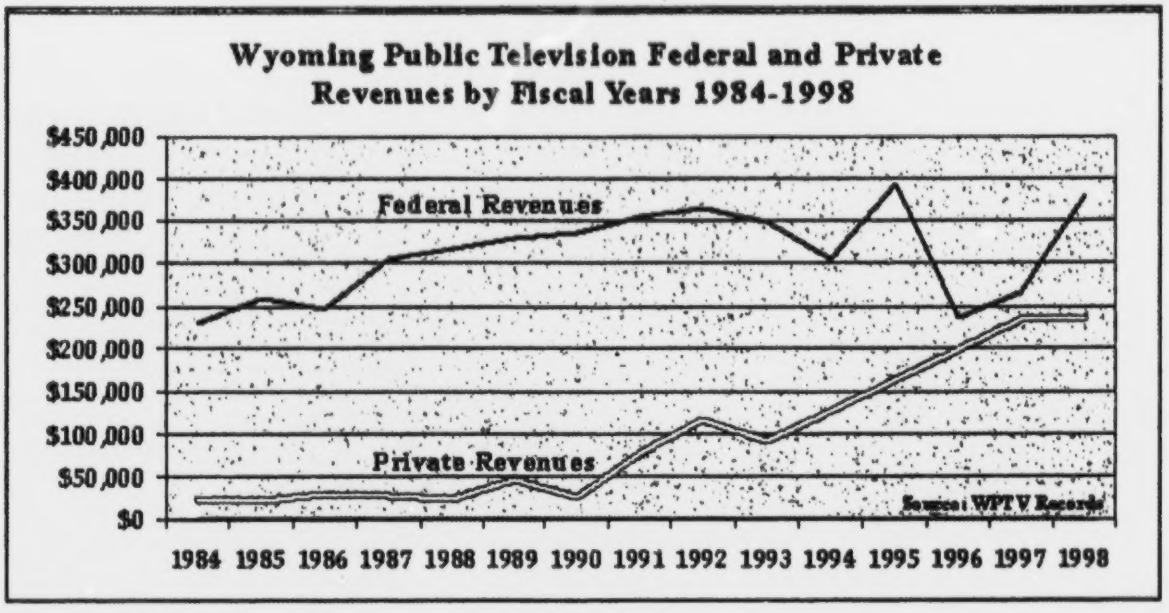
Objective E: To maximize efforts toward increasing funding support for public television from private citizens.

Status of Objective: In 1988 private funding accounted for $23,721 of the network's total budget, but by 1998, private contributions amounted to $234,934--a 1,000% increase.



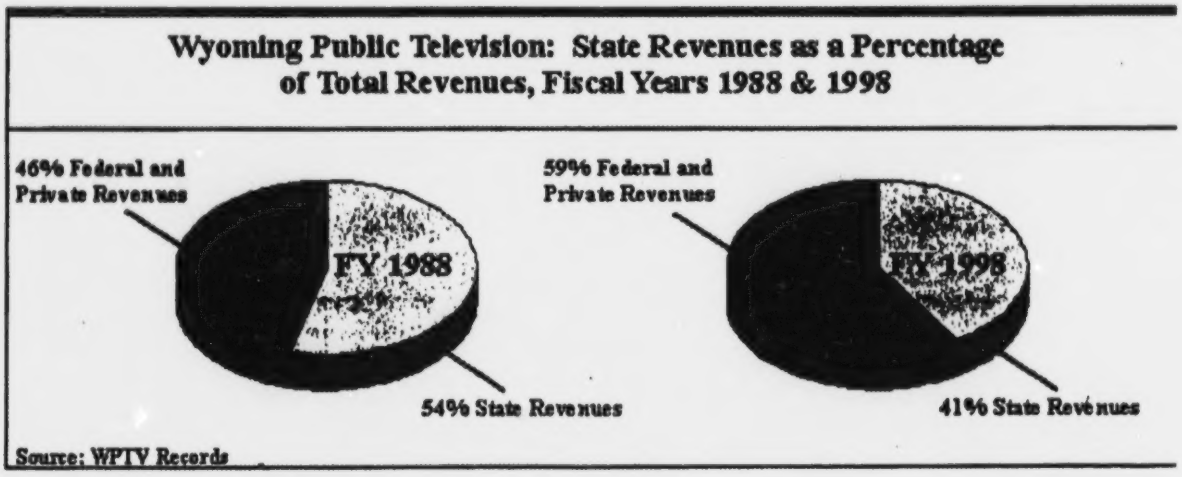

Wyoming Public Television: State Revenues as a Percentage of Total Revenues, Fiscal Years 1988 & 1998
46% Federal and Private Revenues
FY 1988
54% State Revenues
59% Federal and Private Revenues
FY 1998
41% State Revenues
Source: WPTV Records

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EXHIBIT B

WYOMING COMMUNITY COLLEGE COMMISSION ACTION PLAN

Program: To assist the Commission in coordinating the efficient and effective operation of the community college system.

Objective 1: To allocate and account for college system and agency fiscal resources.

Status of Objective: For the 1999-00 Biennium appropriations (plus a supplemental appropriation for health premium coverage and reversions), the Commission's programs were funded from state general funds as follows:

Administration $ 2,277,740
State Aid to Colleges 88,985,128
Contingency Reserve (Coal Bonus) 3,200,000 ($1,600,000 received to date)
State Student Incentive Grant 450,000
Wyoming Public Television 1,001,967
Job Skills Center ($1,500,000 "other" funds)

The **Administration** budget supports Commission operations as well as administrative computing for the seven colleges. Contracts, leases, service agreements, and personnel in support of administrative computing require approximately $1,200,000 per biennium. In this biennium, the colleges are converting from Release 13 to Release 16 of the Datatel Colleague system. It is a massive upgrade, requiring a great deal of training for college personnel. The Commission had requested exception budget support for the training, and while approved, the amount was off-set by a reduction in the Commission budget. Negotiations with Datatel and shared support from the colleges allowed the system to move forward with a limited training schedule. The colleges shared in the cost of training ($41,500) by providing $35,438 while the Commission provided $6,062 (1/8 of the cost). Datatel also charged for its expenses and those expenses were paid by the Commission for the total training cost of $55,269.

Remaining funds in the administration budget support meetings of the Commission and personnel engaged in other functions--executive, academic and student services, fiscal, policy and research, and administrative services officers as well as clerical support. Generally, there is one person supporting each of the functions of the agency outside of administrative computing. In addition to daily operations, there is a focus in the agency on professional development for all staff. Appropriate support for a coordinating body requires that staff be highly aware of national and regional trends in higher education.

The **State Aid** program provides support to the colleges, and in the 1999-00 Biennium amounted to $88,985,128 (with supplemental funding for health insurance premiums). That amount is 92% of the $96,741,049 standard and exception budget request made for the biennium. The colleges thus began the biennium short of their goals of adding $6,415,536 to achieve 100% of market for staff salaries, $2,000,000 for equipment, and $1,747,260 for program investment.

Of the funding provided, the Commission had requested $1.3 million to bring college salaries to 90% of market, and that amount was included in the appropriation. The Commission distributed the $1.3 million to the colleges that had demonstrated the need, and five colleges objected and filed a lawsuit. The result is pending review by the Wyoming Supreme Court.

The remaining funds have been allocated to the colleges, or are scheduled for allocation according to the "old" formula for distribution.

The **Contingency Reserve Account** is utilized for funding provided by Coal Lease Bonus funds. Revenues received in FY99 amounted to $1.6 million.

The Commission approved $1,533,358 in emergency repair and preventative maintenance projects in FY99.

For FY2000, under the Commission's adopted funding allocation model, Coal Lease Bonus funds will be distributed as an adjunct to the model. With reversions from FY99 projects, $165,548 has been distributed in FY2000. It is anticipated that an additional $1.6 million will be received in FY2000 and allocated under the new policy.

The **State Student Incentive Grant** program has been re-titled the Leveraging Educational Assistance Partnership program for FY2000.

The program for **Wyoming Public Television** was funded with $1,001,967 of state general funds. Outcome measures for WPTV are displayed under Wyoming Public Television Goals and Objectives.

The **Job Skills Training Center** program demonstrated little activity for lack of welfare clients and is scheduled for phase-out (see Objective 5, page 15).

Objective 2: To maintain an inventory of college facilities and to approve or disapprove new facilities and renovation projects according to Commission standards.

Status of Objective: The Commission maintains a facilities standards policy against which colleges measure potential new facilities projects. Potential legislation would require the Commission to continue using those standards when evaluating proposals for new facilities that make use of state funds in some manner. A college certifying that a project would not utilize state funds under any condition would be allowed to proceed on its own.

Objective 3: To coordinate college system instructional programming and student services.

Status of Objective: The Commission opened program review rules for revision to move toward an outcome-based process. The review is currently on hold after a public comment period and pending potential legislative action.

Objective 4: To develop an effective management information system.

Status of Objective: After a year-and-a-half of negotiating with the colleges relative to data access, a ruling by the Family Policy Compliance Office (of the U.S. Department of Education) reaffirms a Wyoming Attorney General's Opinion that the Commission is a legitimate educational unit allowed access to personally identifiable information from the colleges. The Commission's Management Information System Manual (to be called a handbook) was approved by the FPCO, and Commission staff will now work with college institutional research personnel to review and begin using the MIS Handbook. It is anticipated that the Commission will adopt the handbook as a policy and procedure so that normal research and policy analysis can be conducted.

Objective 5: To expand the cooperation between the community colleges and other state agencies to meet needs in workforce development, welfare reform, and economic development.

Status of Objective: The WCCC facilitated training provider agreements and one-stop partner memoranda of understanding between the colleges and Department of Employment.

Commission staff assisted in developing the Wyoming Training Compact among seven community colleges, the Commission, and in cooperation with the Business Council to facilitate workforce training and economic development.

Staff developed memoranda of understanding with the Department of Family Services for two job skills centers (one of which has closed) and continue to seek common solutions with the Department of Family Services to provide long-term workplace skills for welfare recipients.

The Commission assisted in development of partnerships with local school districts, businesses, and community colleges to eventually provide a continuum of career related educational services grades 7 - 14.

EXHIBIT C

WYOMING COMMUNITY COLLEGE SYSTEM
ACTION PLAN

The outcome measures used to evaluate the programs and corresponding objectives are an aggregate perspective of all seven community colleges. The first two years of the data collection will establish baseline data or benchmarks from regional/national data collections. Subprograms A and B of Program 1 are not in priority order, but are coequal subprograms of the instructional effort.

College System Program 1: To provide effective credit instructional programs for Wyoming citizens.

Objective 1: To deliver quality instruction by employing a highly qualified faculty, staff and administration.

Status of Objective: Of those colleges reporting, 100% of College System instructional staff meet WCCC and college job description standards. Northwest and Eastern Wyoming Colleges did not report on this objective.

Objective 2: To prepare students for transfer or the world of work by providing equipment and technical support at each community college.

Status of Objective:

Instructional Programs

College System average annual equipment replacement expenditures	$221,522*
College System average identified needs	$528,094*
Average percent of identified needs not met by annual expenditures	42.7%*
Average assessed value of instructional equipment	$3,383,717*
Assessed value divided by number of technical support personnel	$732,798*

* Northwest College, LCCC, and Eastern Wyoming College did not report on this objective.

Sub-program A: To provide high quality academic transfer education.

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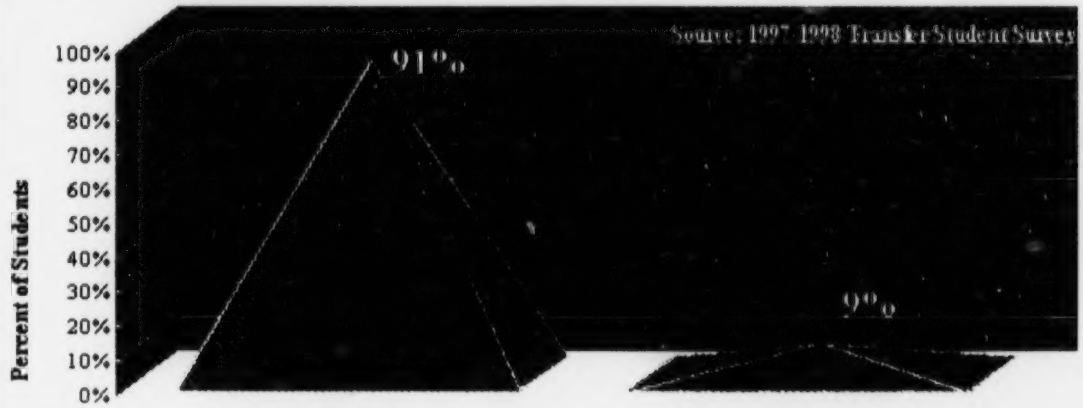
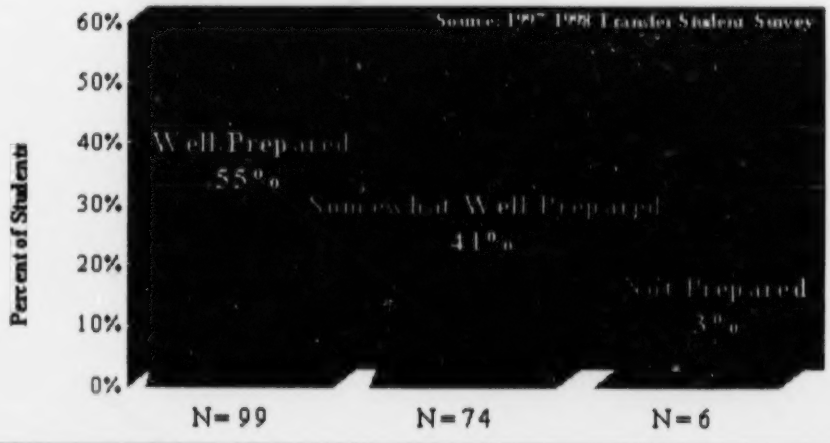
Objective 1: To attain a high level of student satisfaction with transfer preparation.

Status of Objective: Through a coordinated effort of the WCCC and the seven community colleges, a common Graduate Survey, Transfer Survey, Continuing Student Survey, and Employer Survey were developed over the past two years. The results of the Transfer Student Survey provided the measures on preparation for transfer. Response rates at all of the colleges are not yet optimum (they cannot yet provide statistics generalizable to the relevant student populations within a given margin of error), but progress is being made in improving survey methodology. Northwest College did not submit results for the Transfer, Graduate, or Employer Surveys and so their students are not included in the analysis. The following seven pages of charts represent student self-assessments of their experiences at Wyoming's Community Colleges.

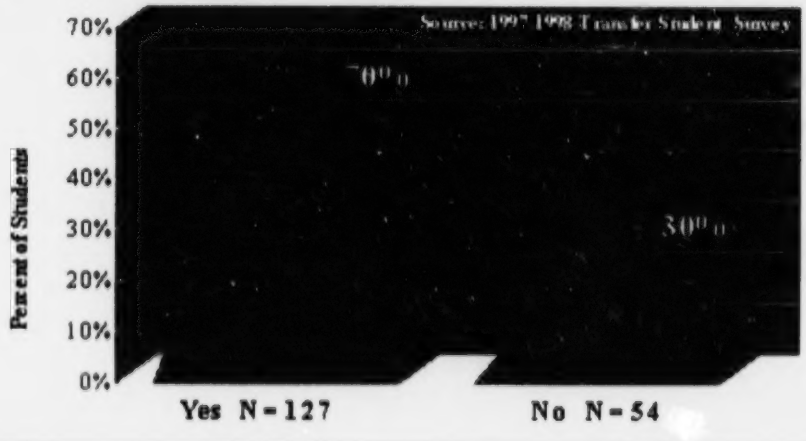
Transfer students to the University of Wyoming respond to the statement:
"This college did an excellent job of preparing me for further study at a four-year institution."



Transfer students to the University of Wyoming respond to the question ***"Overall, how well did this college prepare you for upper-division coursework at UW?"***



Transfer students to the University of Wyoming respond to the question: ***"While attending this college, did you consult with an advisor about transferability of credits to UW?"***



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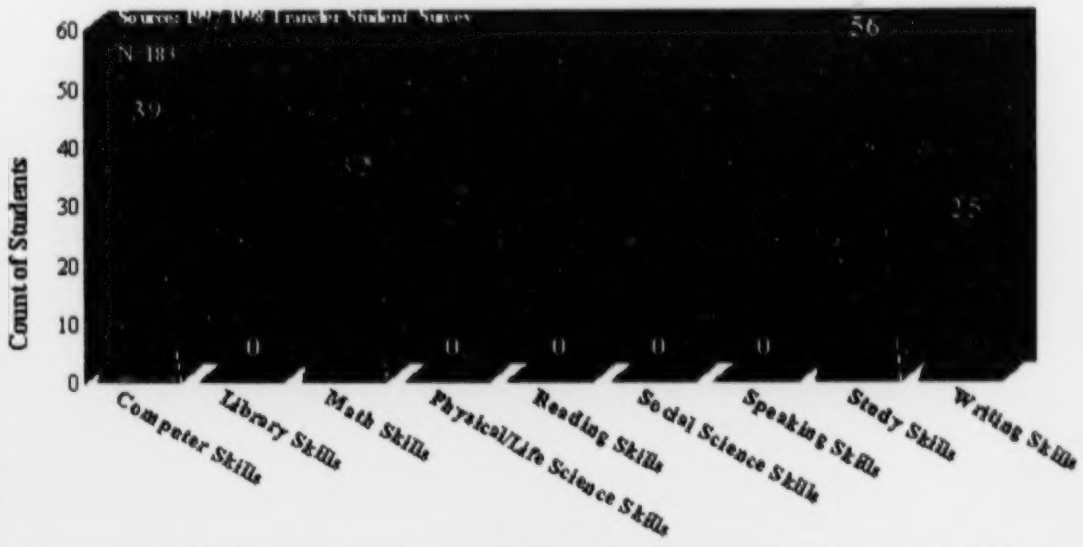
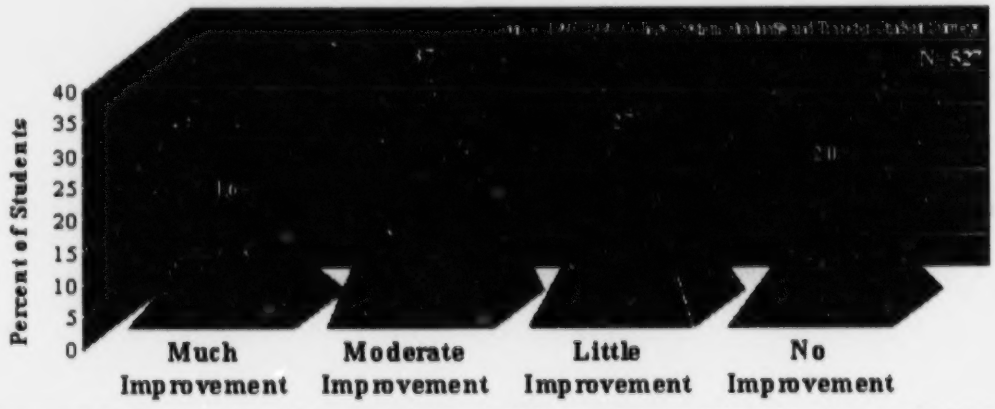
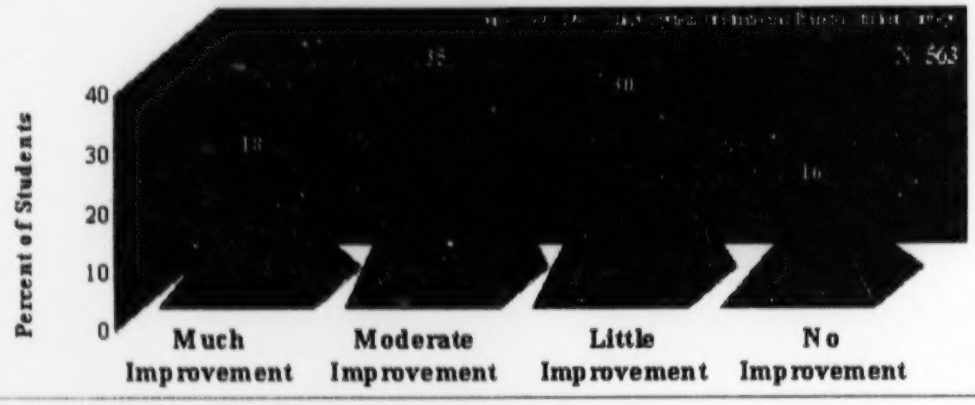
Transfer students to the University of Wyoming respond to the statement: *"Please select any areas in which you wish you had been better prepared before transferring to UW ?"*



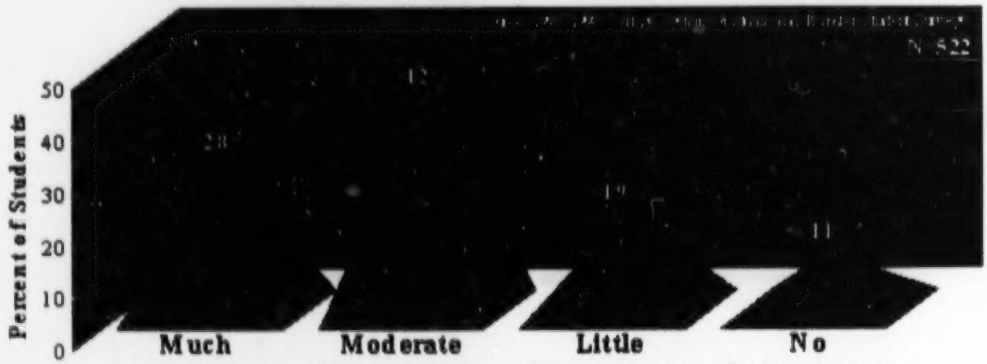
Student improvement in appreciating cultural differences

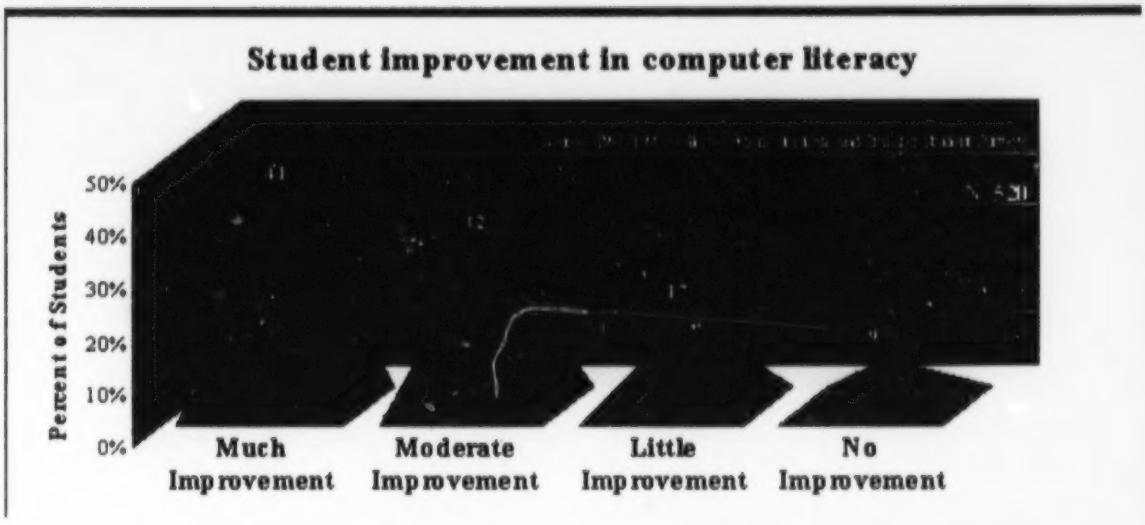


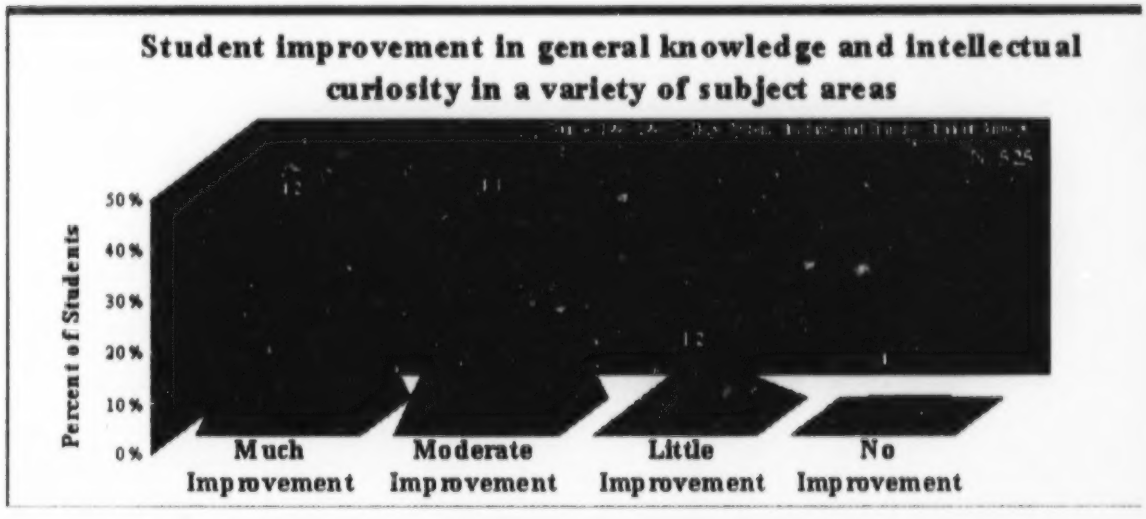
Student improvement in appreciating the contribution of the arts and humanities to society

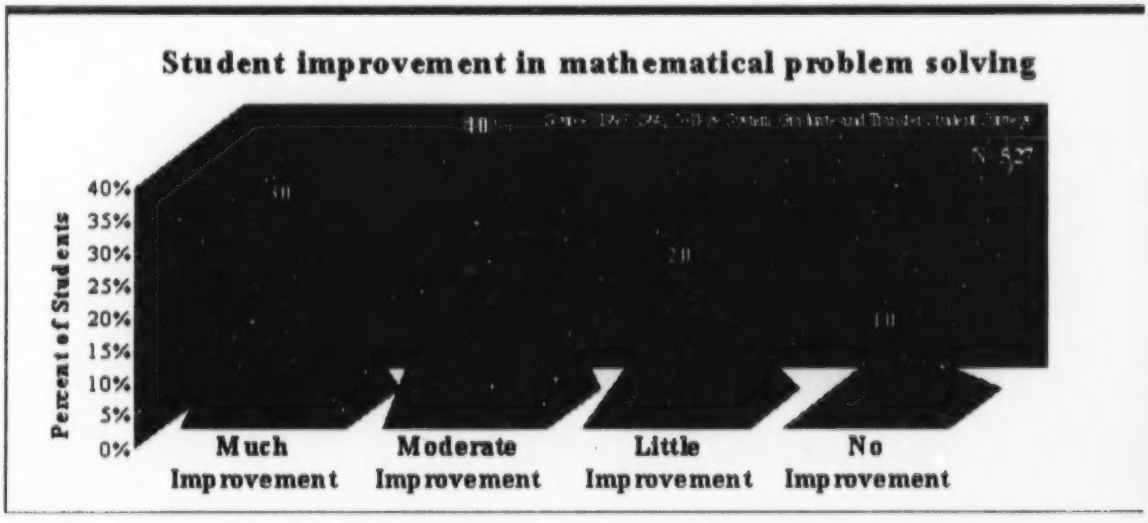


Student improvement in comprehending the impact of science and technology on society and the environment

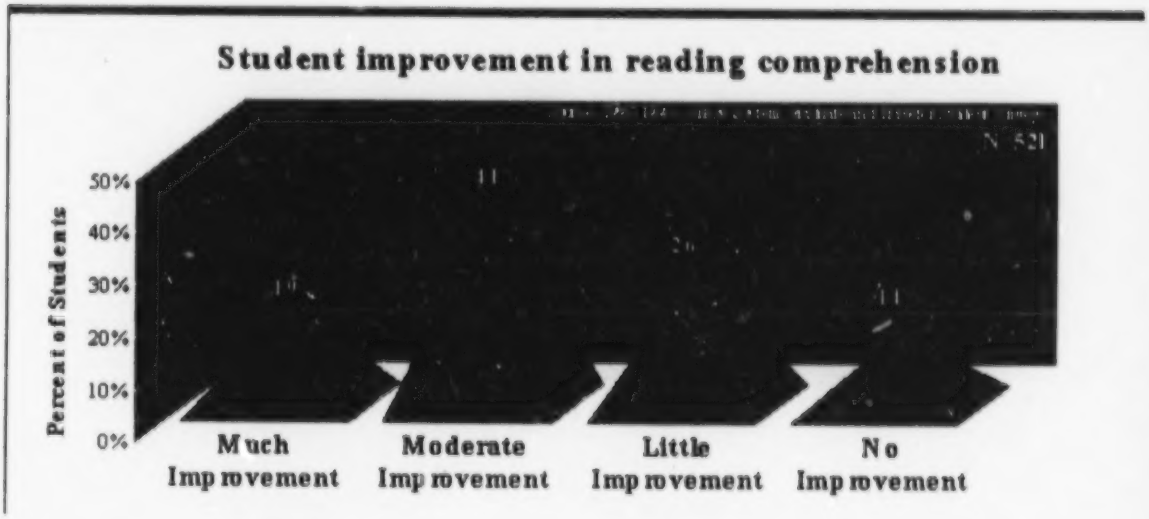



Student improvement in computer literacy
Percent of Students
50%
40%
30%
20%
10%
0%
Much Improvement
Moderate Improvement
Little Improvement
No Improvement

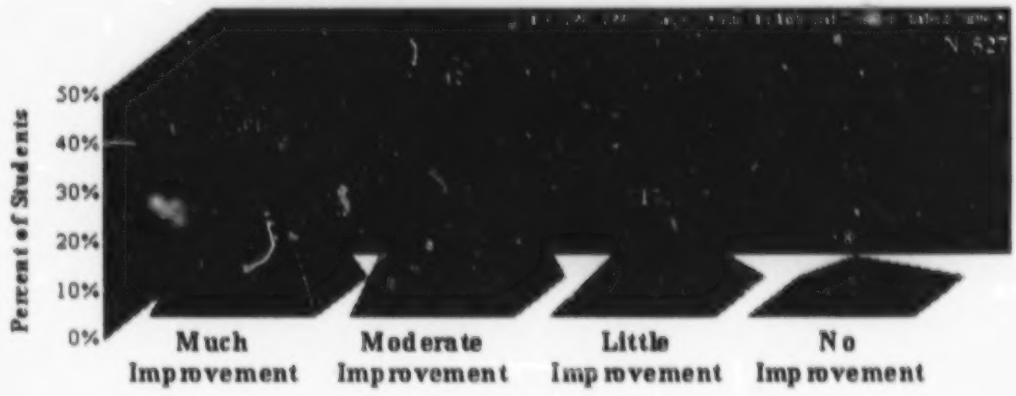

Student improvement in general knowledge and intellectual curiosity in a variety of subject areas
Percent of Students
50%
40%
30%
20%
10%
0%
Much Improvement
Moderate Improvement
Little Improvement
No Improvement


Student improvement in mathematical problem solving
Percent of Students
40%
35%
30%
25%
20%
15%
10%
5%
0%
Much Improvement
Moderate Improvement
Little Improvement
No Improvement

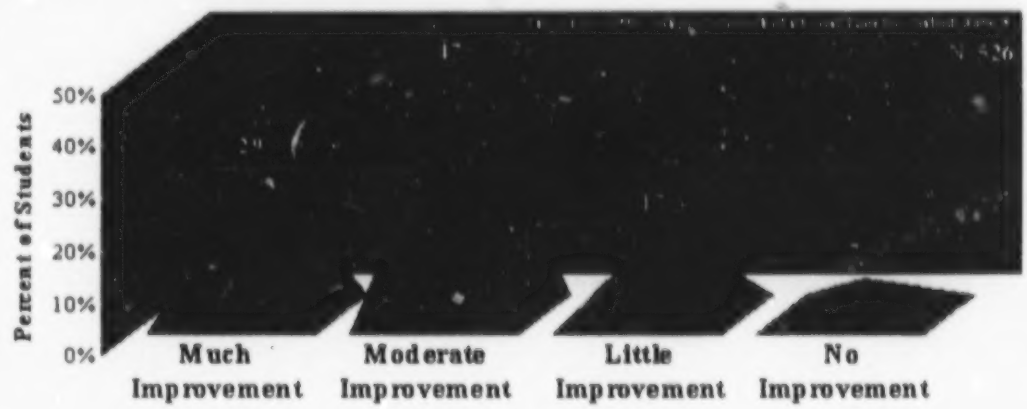
Student improvement in oral communication skills
N 521
Percent of Students
50%
40%
30%
20%
10%
0%
Much Improvement
Moderate Improvement
Little Improvement
No Improvement

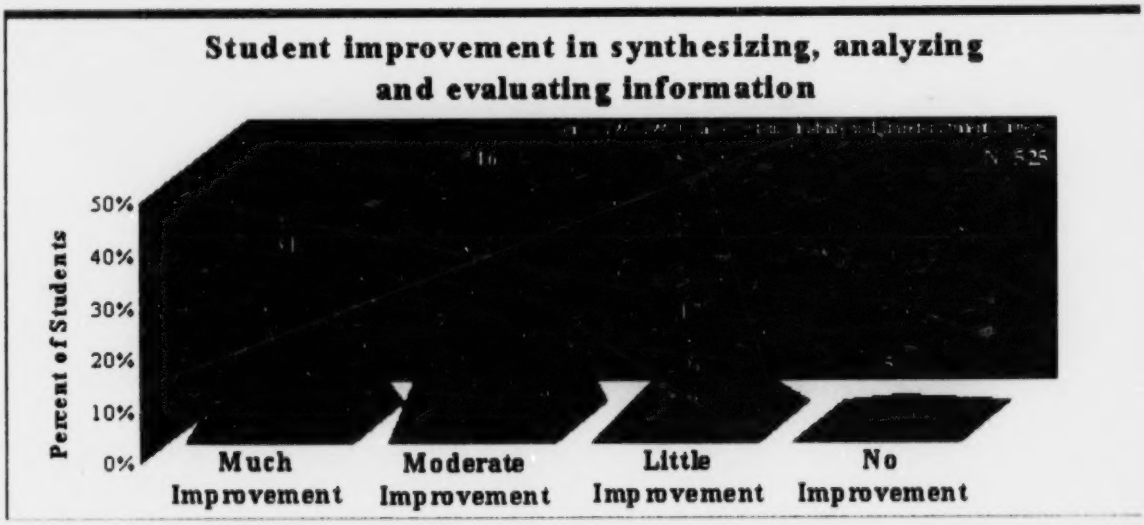

Student improvement in reading comprehension
N 521
Percent of Students
50%
40%
30%
20%
10%
0%
Much Improvement
Moderate Improvement
Little Improvement
No Improvement

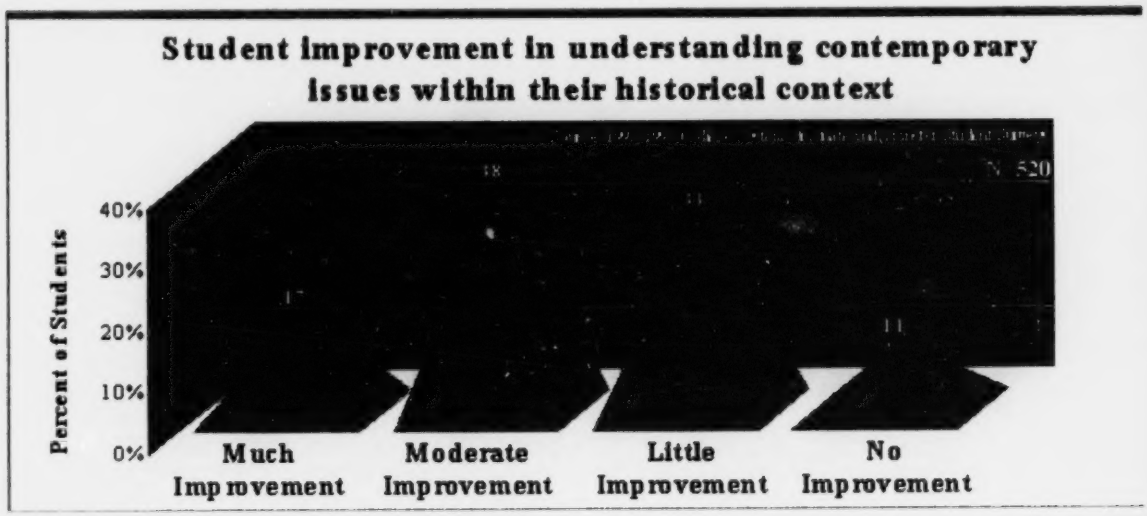
Student improvement in recognizing, accessing, and retrieving information from a variety of sources



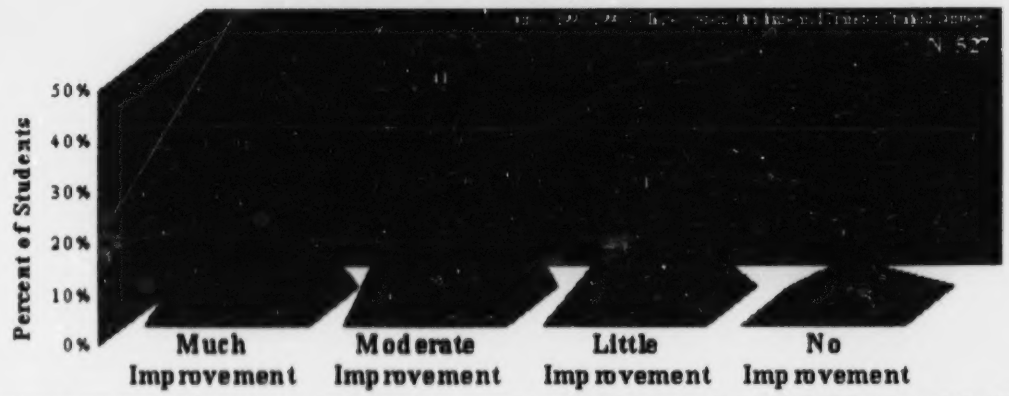
Student improvement in seeing things from multiple perspectives



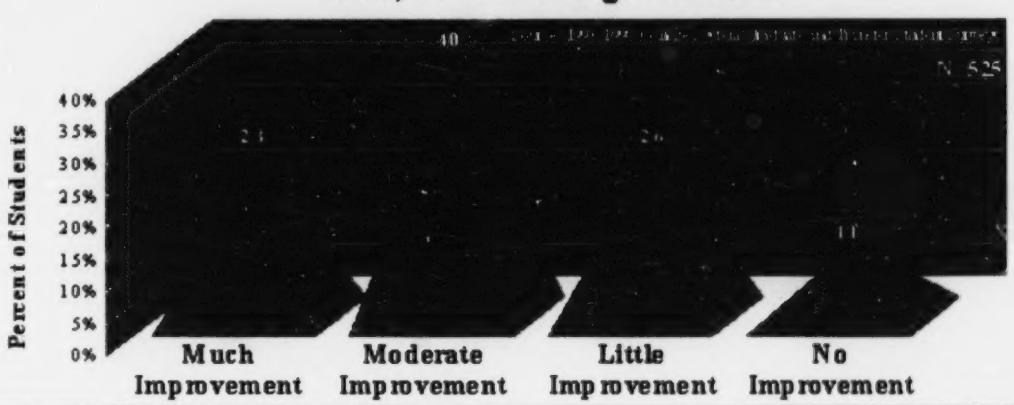

Student improvement in synthesizing, analyzing and evaluating information
N 525
50%
40%
30%
20%
10%
0%
Percent of Students
Much Improvement
Moderate Improvement
Little Improvement
No Improvement


Student improvement in understanding contemporary issues within their historical context
N 520
40%
30%
20%
10%
0%
Percent of Students
Much Improvement
Moderate Improvement
Little Improvement
No Improvement

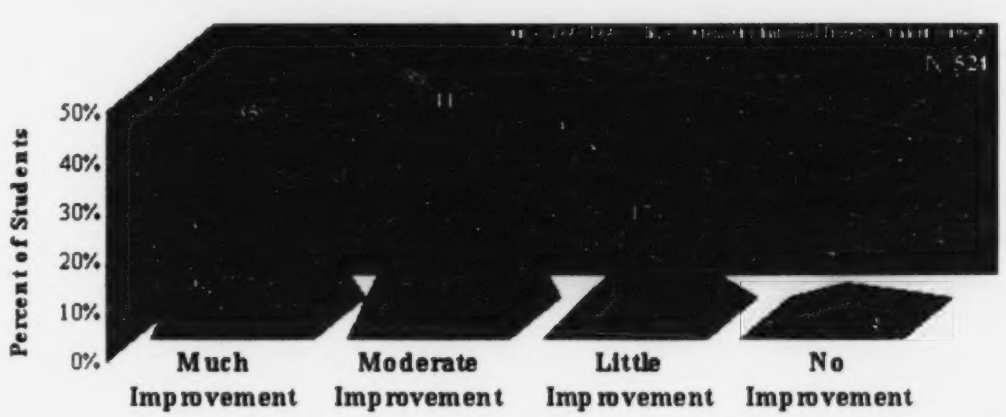
Student improvement in understanding the importance of mental and physical wellness



Student improvement in understanding the role of local, state, and federal government



Student improvement in written communication skills



Objective 2: To attain a high credit hour transfer rate of A.A. and A.S. graduates.

Status of Objective: Data is being gathered for a Hours to Degree study of students transferring from Wyoming Community Colleges to the University of Wyoming.

Objective 3: To attain a high transfer student persistence rate.

Status of Objective: First-time, full-time, degree-seeking freshman cohorts have been established at the colleges for federal Student-Right-to-Know legislation. Results will be available for future strategic plan reporting.

Objective 4: To attain a high transfer student critical literacy skills rate.

Status of Objective: Critical literacy pre-testing is being done at all of the colleges with the COMPASS exam. Comprehensive post-testing has yet to be implemented at most of the colleges. There is general consensus within the Academic Affairs Committee that the term "critical literacy" should be changed to "basic literacy."

Objective 5: To attain a transfer student post-transfer grade point average (GPA) equivalent to native students at the University of Wyoming for students transferring 60 or more credits.

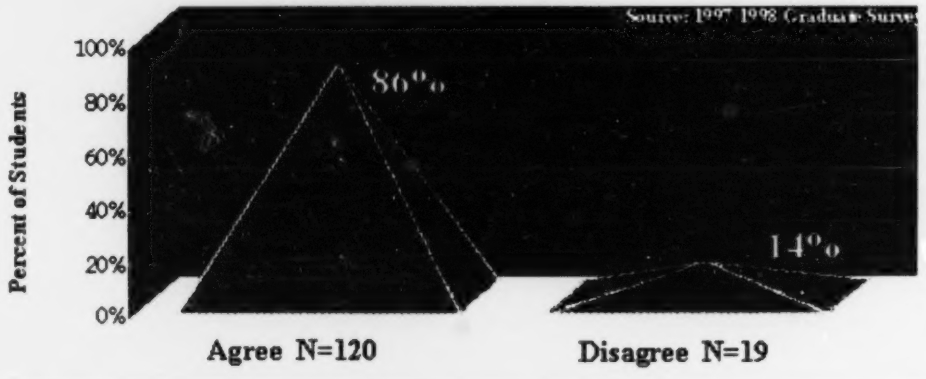
Status of Objective: The University of Wyoming provided a report titled "Academic Achievement by Hours Transferred of Entering Wyoming College Transfer Students." The fall 1997 analyses revealed that transfer students with 60 credit hours or more from the Wyoming College System had an average GPA of 3.070 at the end of their first UW fall semester. All UW students with 60 or more hours had an average GPA of 2.999.

Subprogram B: To provide high quality career and occupational education.

Objective 1: To attain a high graduate satisfaction level in career and occupational programs.

Status of Objective: The Wyoming College System Graduate and Employer Surveys provided the results for this objective.

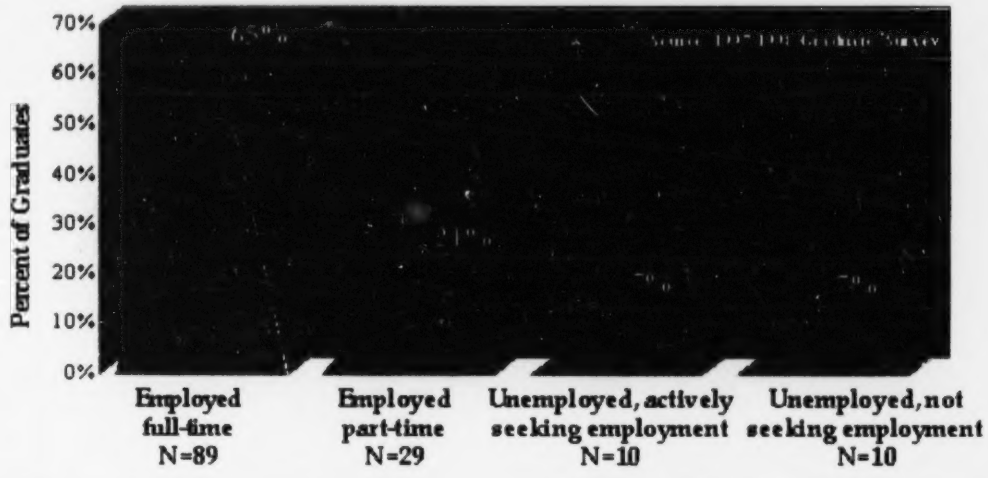
Career and Occupational Graduates respond to the statement:
"This college did an excellent job of preparing me for full-time work in my chosen career or profession."



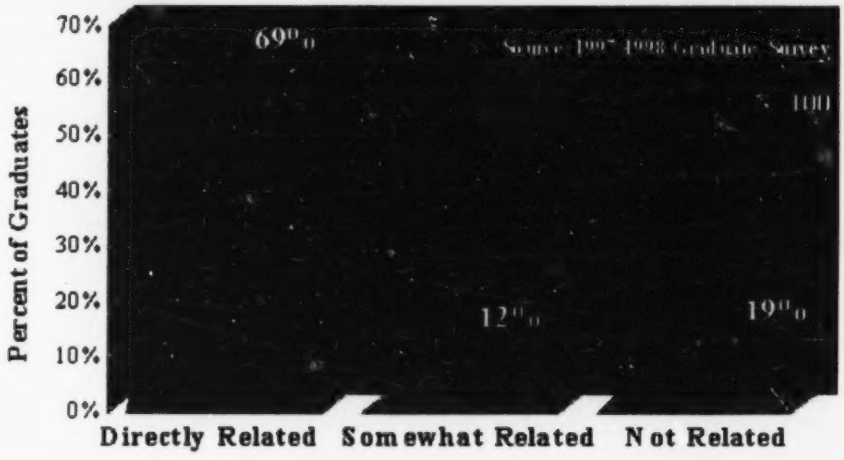
Objective 2: To attain high graduate employment rates in career and occupational programs.

Status of Objective: The Wyoming College System Graduate and Employer Surveys provided results for this objective.

Employment Status of Career and Occupational Graduates Approximately 6 Months after Graduation

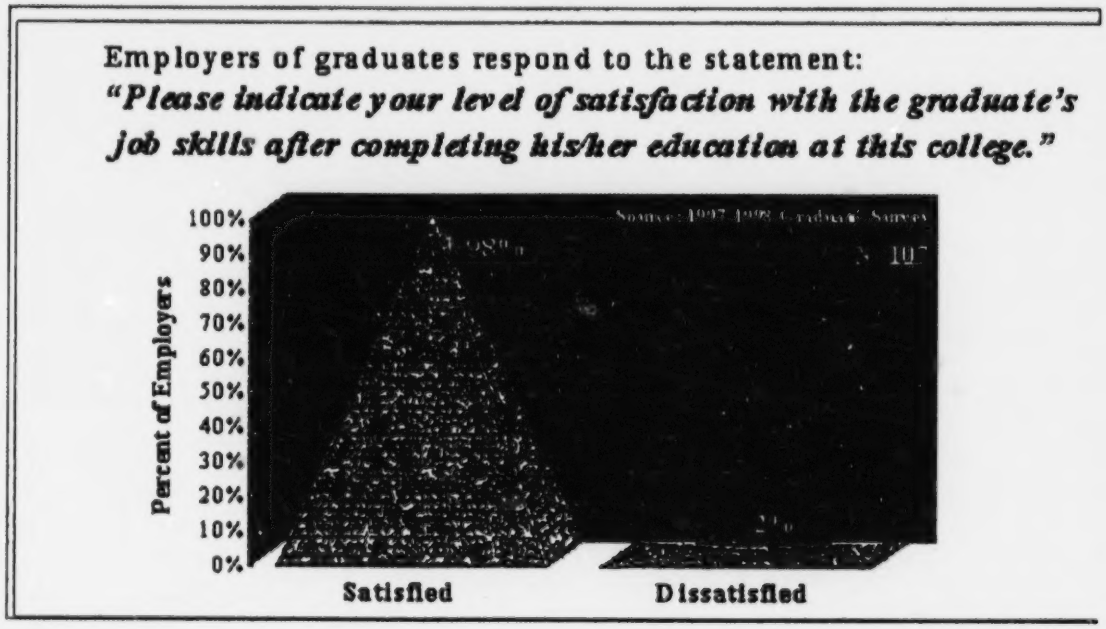


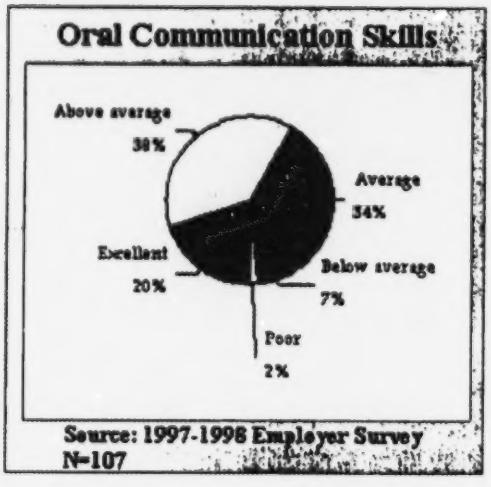
Career and Occupational Graduates respond to the question:
"To what extent is your current job related to your community college major?"

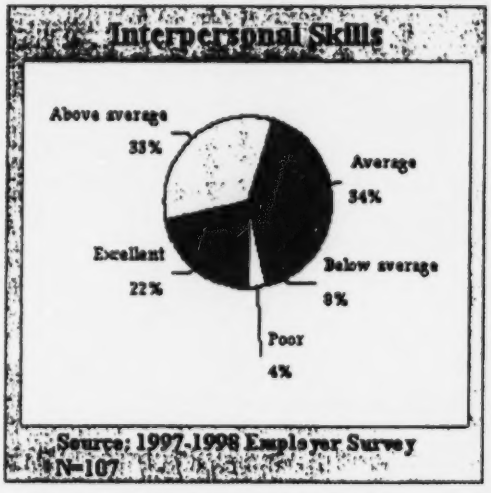


Objective 3: To attain a high employer satisfaction level with career and occupational program graduates.

Status of Objective: The College System Employer survey provided results for this objective.







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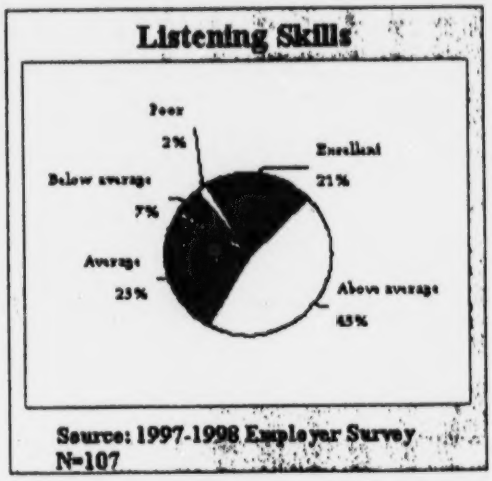

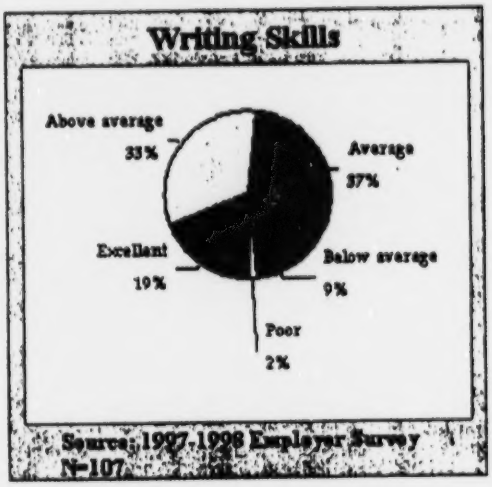

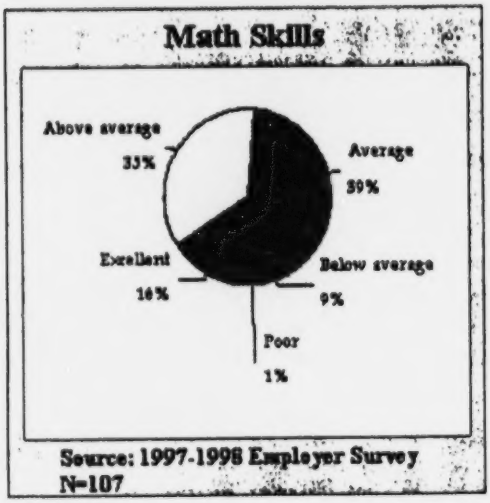

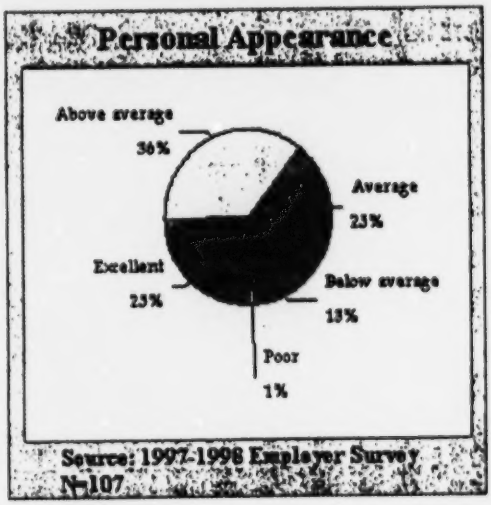

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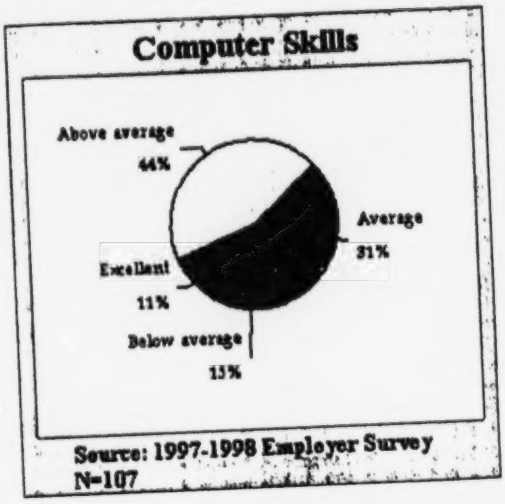

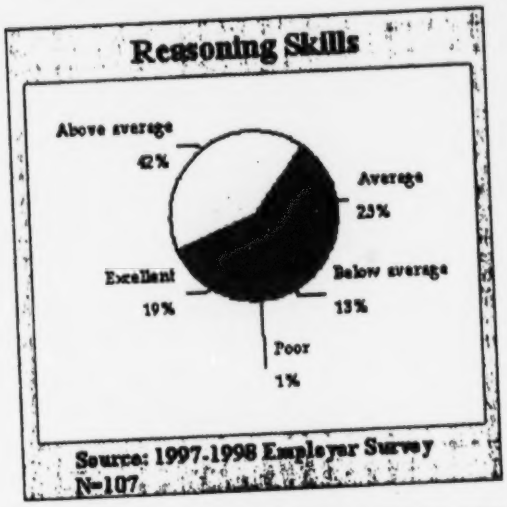

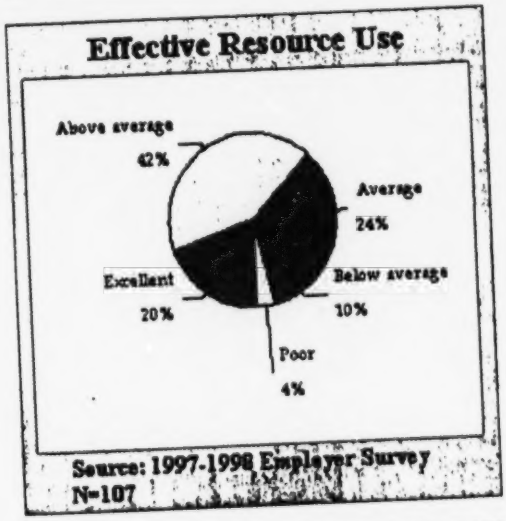

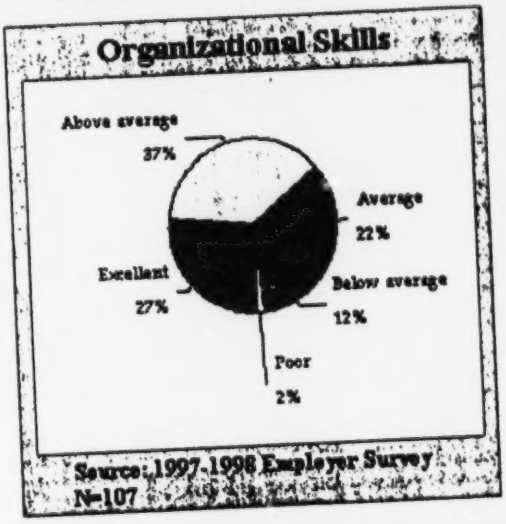

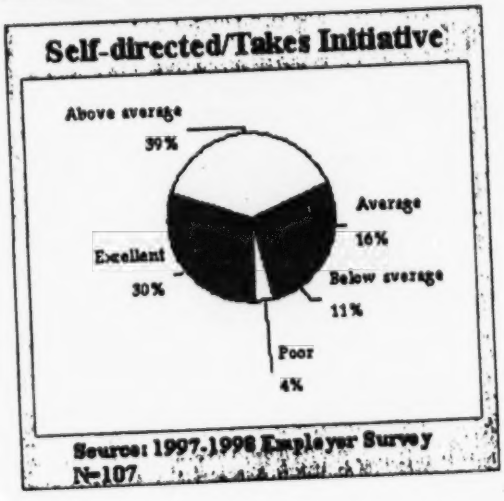

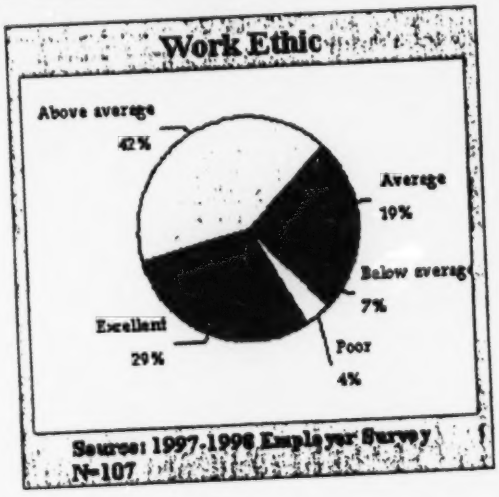

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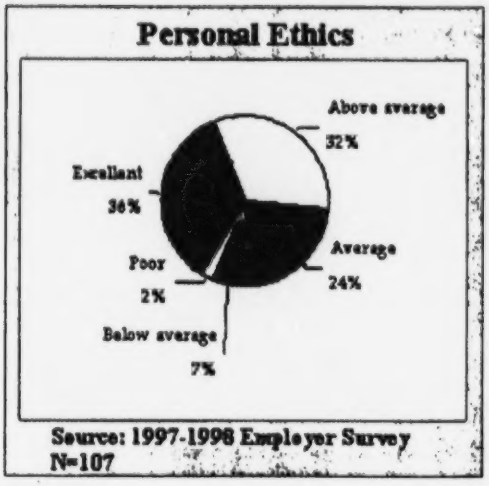
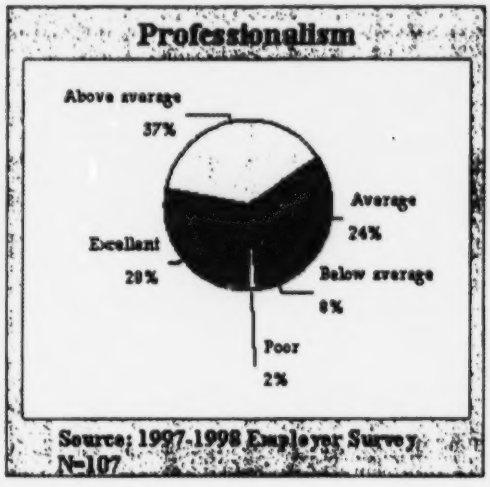
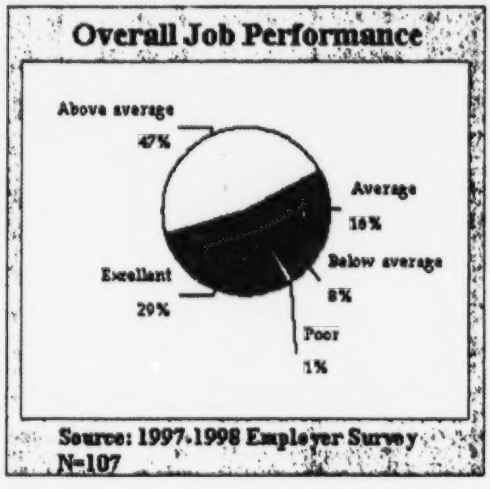






Objective 4: To attain high licensure exam pass rates.

Status of Objective: No report.

Objective 5: To attain high completion rates in career and occupational programs.

Status of Objective: A Commission Special Study on student retention/attrition has yet to be completed. A recent decision by the US Department of Education's Family Policy Compliance Office will permit the WCCC to archive personally identifiable student information and thereby

complete the study.

Objective 6: To attain high student persistence rates in career and occupational A.A.S. programs.

Status of Objective: A Commission special study on student retention/attrition has yet to be completed.

Objective 7: To attain high critical literacy skill rates for career and occupational A.A.S. program graduates.

Status of Objective: Critical literacy pre-testing is being done at all of the colleges with the COMPASS exam. Comprehensive post-testing has yet to be implemented at most of the colleges. There is general consensus within the Academic Affairs Committee that the term "critical literacy" should be changed to "basic literacy."

Subprogram C: To provide high quality developmental education.

Objective 1: To attain high success rates of developmental education students in college-level English and mathematics courses.

Status of Objective: No report.

Objective 2: To attain a high developmental education student satisfaction level.

Status of Objective: No report.

College System Program 2: To provide high quality student services.

Objective 1: To deliver quality student services by employing a highly qualified faculty, staff and administration

Status of Objective: Of those colleges reporting, 100% of College System student services staff meet WCCC and individual college job description standards. Northwest and Eastern Wyoming Colleges did not report on this objective.

Objective 2: To prepare students for transfer or the world of work by providing equipment and technical support at each community college.

Status of Objective:

Student Services Programs

College System average annual equipment replacement expenditure	$45,752*
College System average identified needs	$125,514*
Average percent of identified needs not met by annual expenditures	23.8%*
Average assessed value of student services equipment	$640,856*
Assessed value divided by number of technical support personnel	$396,209*

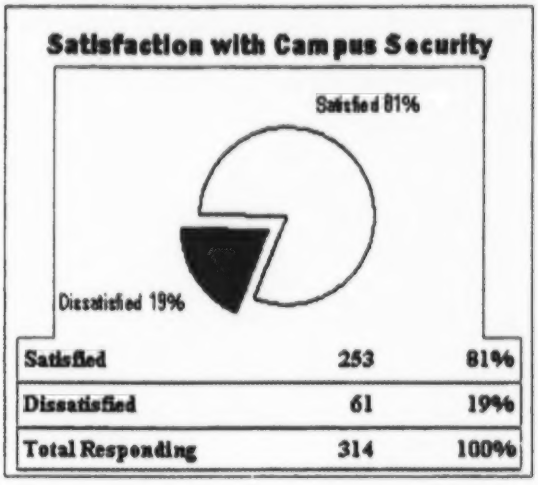
*Northwest College, LCCC, and Eastern Wyoming College did not report on this objective.

Objective 3: To assist full-time, degree-seeking students in the development of academic and career goals.

Status of Objective: No report.

Objective 4: To provide a safe, secure, and supportive campus living and learning environment for students.

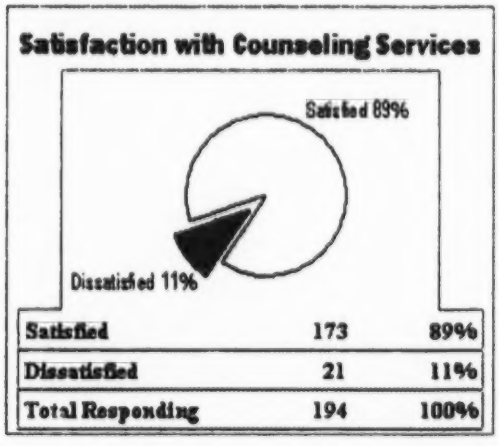
Status of Objective: The Graduate and Transfer Student Surveys provided results for this objective.



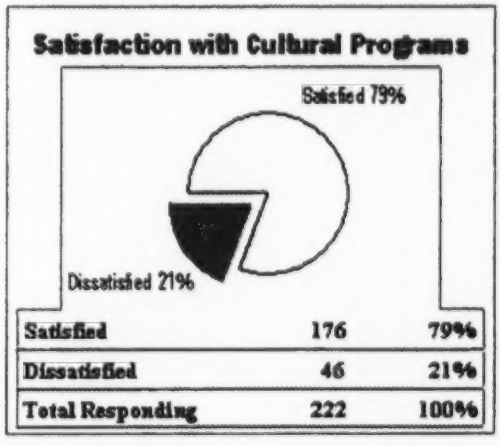
Satisfied	253	81%
Dissatisfied	61	19%
Total Responding	314	100%

Objective 5: To provide supportive campus programs and services that contribute to a rich, student-centered environment and meet the personal needs of students through educational, career, personal, co-curricular, and recreational programming.

Status of Objective: Wyoming College System Graduate and Transfer Student Surveys provided results for this objective.

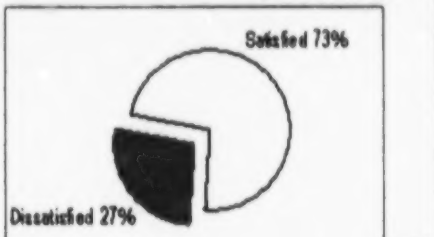


Satisfied	173	89%
Dissatisfied	21	11%
Total Responding	194	100%



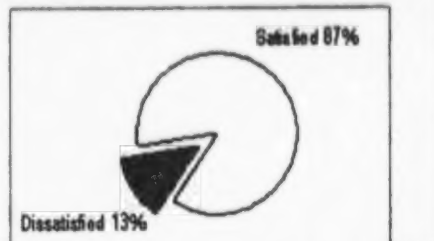
Satisfied	176	79%
Dissatisfied	46	21%
Total Responding	222	100%

Satisfaction with Intercollegiate Athletics



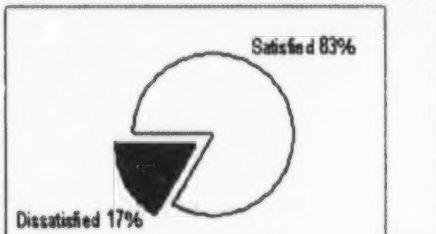
Satisfied	126	73%
Dissatisfied	46	27%
Total Responding	172	100%

Satisfaction with Intramural Athletics



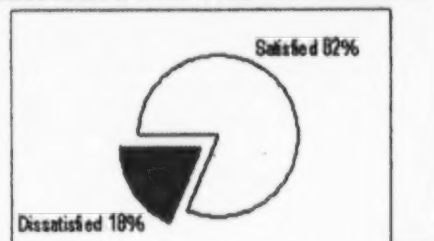
Satisfied	160	87%
Dissatisfied	24	13%
Total Responding	184	100%

Satisfaction with Handicapped Needs



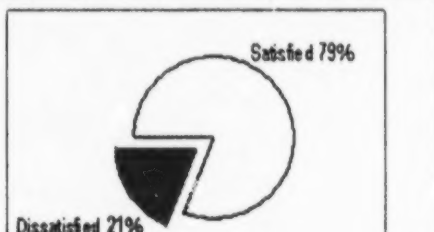
Satisfied	140	83%
Dissatisfied	29	17%
Total Responding	169	100%

Satisfaction with Student Activities



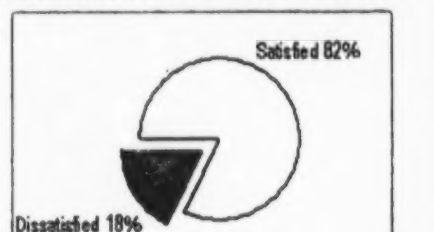
Satisfied	238	82%
Dissatisfied	52	18%
Total Responding	290	100%

Satisfaction with Student Government

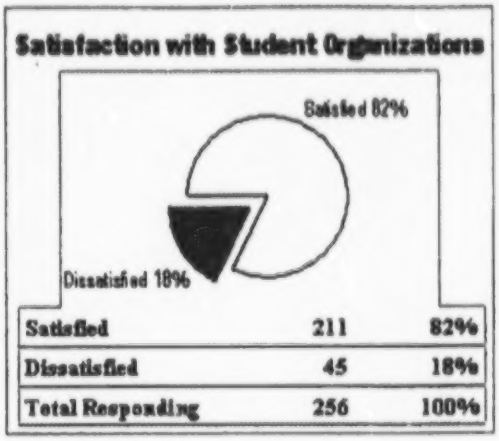


Satisfied	189	79%
Dissatisfied	51	21%
Total Responding	240	100%

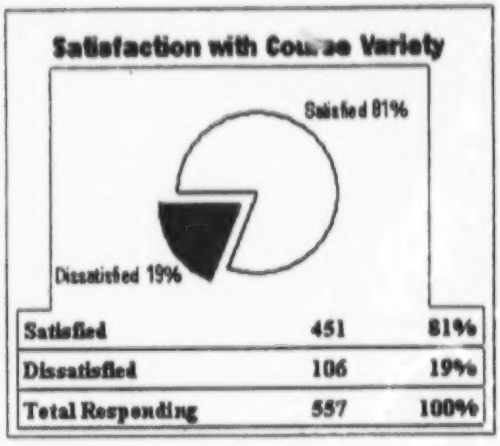
Satisfaction with Leisure Areas



Satisfied	274	82%
Dissatisfied	61	18%
Total Responding	335	100%



Satisfied	211	82%
Dissatisfied	45	18%
Total Responding	256	100%



Satisfied	451	81%
Dissatisfied	106	19%
Total Responding	557	100%

Objective 6: To provide student financial assistance programs that enable eligible students access to a college education.

Status of Objective:

College System Financial Aid Programs by Type and Amount*

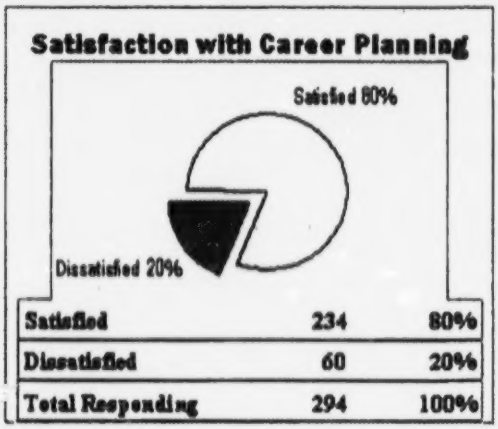
Source: College Financial Aid Records **Financial Aid Program**	Avg. participants per college	Avg college total amount	Avg per student award
Federal Grants (Pell & SEOG)	721	1,126,165	1,562
Federal Work Study	43	56,129	1,305
Unsubsidized Stafford Loans	230	506,223	2,201
Subsidized Stafford Loans	353	758,449	2,150
Parent Plus Loans	12	23,159	1,878
Private & Institutional Scholarships & Grants	640	487,372	762
SSIG (State Student Incentive Grant)	55	22,209	404
*Northwest, LCCC, and Eastern Wyoming Colleges did not report on this objective.			

Objective 7: To provide accurate and secure records systems for producing, maintaining, and retrieving student intake, academic progress, and other necessary and appropriate educational records and reports.

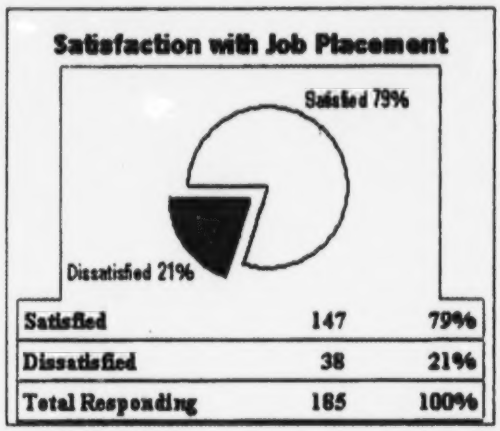
Status of Objective: Of those colleges reporting, 100% of college record systems meet professional standards. Northwest and Eastern Wyoming Colleges did not report on this objective.

Objective 8: To provide students with employment assistance.

Status of Objective: The Wyoming College System Graduate Survey and college Placement Office records provided results for this objective. Placement services at the colleges averaged 559 students served annually.



Satisfied	234	80%
Dissatisfied	60	20%
Total Responding	294	100%



Satisfied	147	79%
Dissatisfied	38	21%
Total Responding	185	100%

College System Program 3: To provide and maintain institutional support services.

Objective 1: To maintain an effective learning environment by employing a highly qualified institutional services staff and administration.

Status of Objective: Of those colleges reporting, 100% of College System institutional services staff meet WCCC and individual college job description standards. Northwest and Eastern Wyoming colleges did not report on this objective.

Objective 2: To offer effective services to students and community members by providing equipment and technical support that assists institutional services staff and administrators.

Status of Objective: See physical plant, Objective 1, page 42

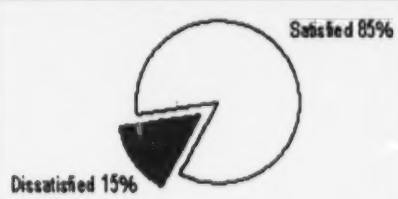
Objective 3: To be an efficient provider of institutional support services.

Status of Objective: No report.

Objective 4: To provide quality institutional support services.

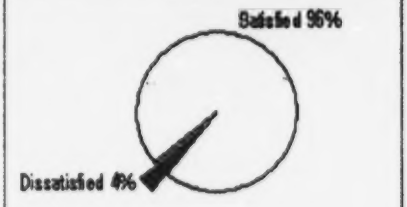
Status of Objective: The Graduate and Transfer Student Surveys provided results for this objective. Northwest College did not report on this objective.

Satisfaction with Academic Advising



Satisfied	438	85%
Dissatisfied	80	15%
Total Responding	518	100%

Satisfaction with Admissions

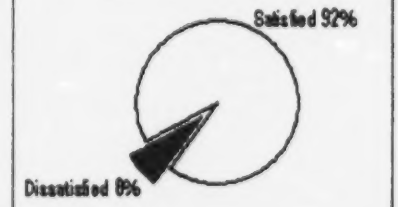


Satisfied	513	96%
Dissatisfied	23	4%
Total Responding	536	100%

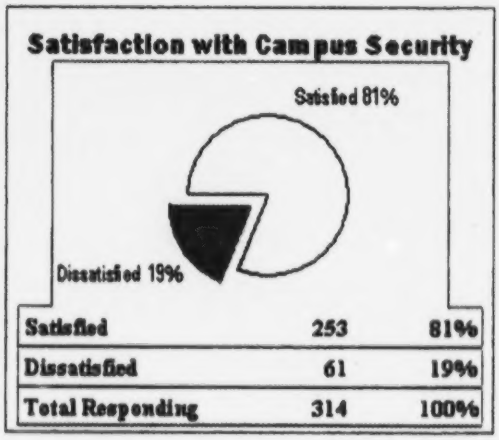
Satisfaction with Bookstore

Satisfied	436	82%
Dissatisfied	98	18%
Total Responding	534	100%

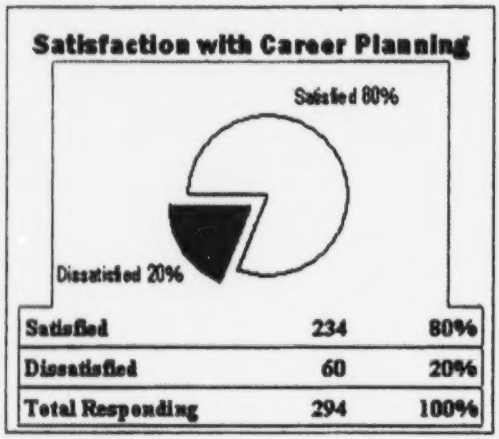
Satisfaction with Business Office



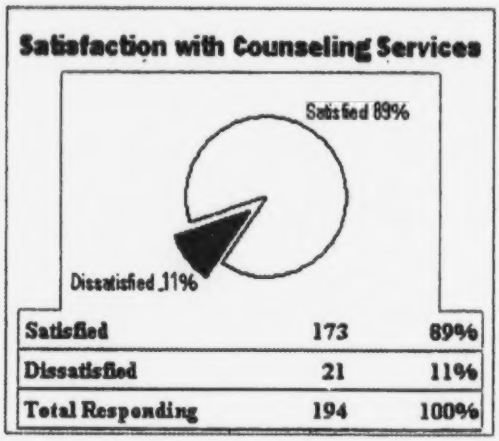
Satisfied	409	92%
Dissatisfied	34	8%
Total Responding	443	100%



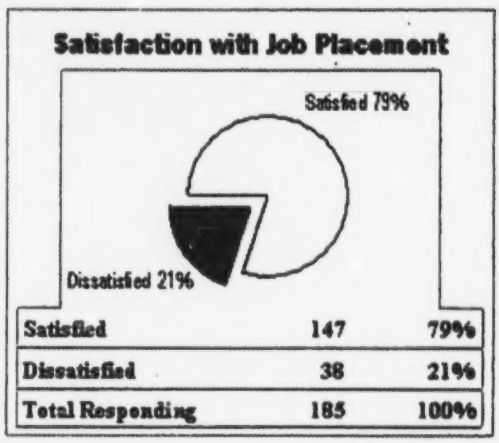
Satisfied	253	81%
Dissatisfied	61	19%
Total Responding	314	100%



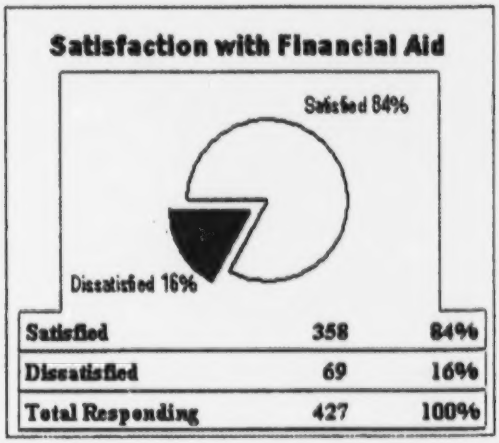
Satisfied	234	80%
Dissatisfied	60	20%
Total Responding	294	100%



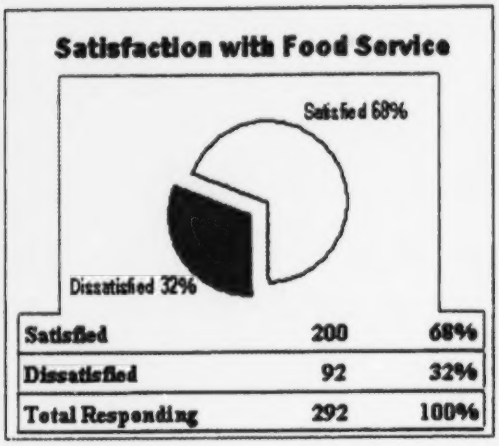
Satisfied	173	89%
Dissatisfied	21	11%
Total Responding	194	100%



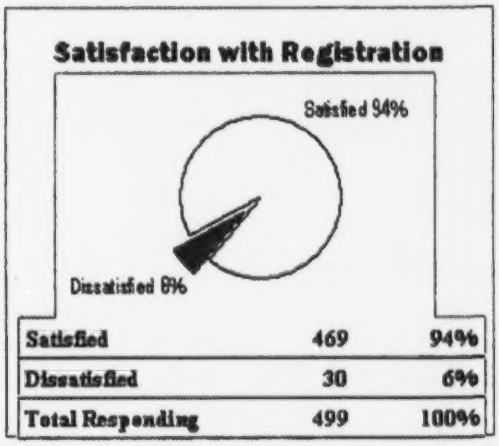
Satisfied	147	79%
Dissatisfied	38	21%
Total Responding	185	100%



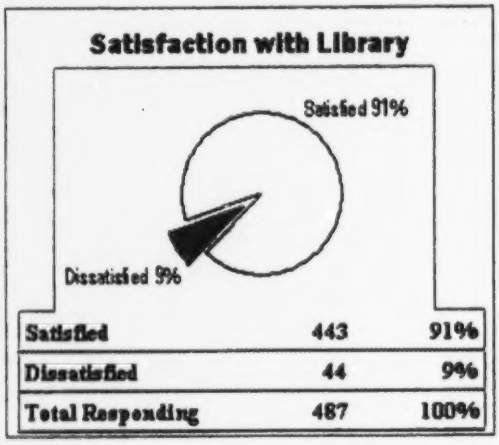
Satisfied	358	84%
Dissatisfied	69	16%
Total Responding	427	100%



Satisfied	200	68%
Dissatisfied	92	32%
Total Responding	292	100%

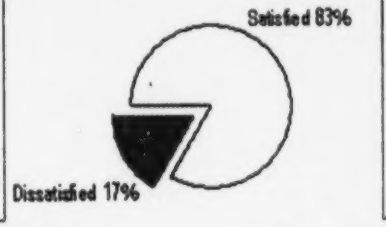


Satisfied	469	94%
Dissatisfied	30	6%
Total Responding	499	100%



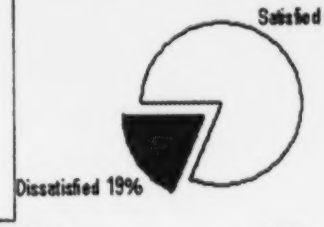
Satisfied	443	91%
Dissatisfied	44	9%
Total Responding	487	100%

Satisfaction with Handicapped Needs



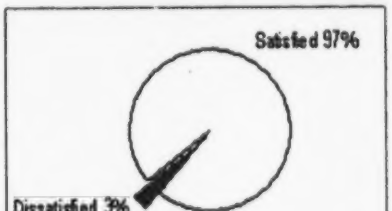
Satisfied	140	83%
Dissatisfied	29	17%
Total Responding	169	100%

Satisfaction with Student Housing



Satisfied	156	81%
Dissatisfied	36	19%
Total Responding	192	100%

Satisfaction with Instructor Access

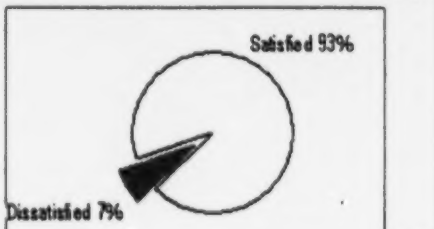


Satisfied	538	97%
Dissatisfied	19	3%
Total Responding	557	100%

Satisfaction with Tutoring

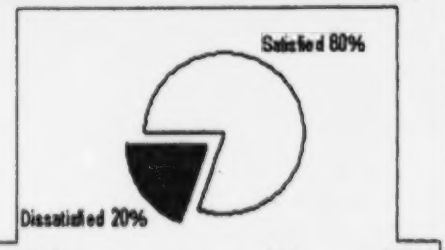
Satisfied	174	90%
Dissatisfied	20	10%
Total Responding	194	100%

Satisfaction with Coursework Challenge



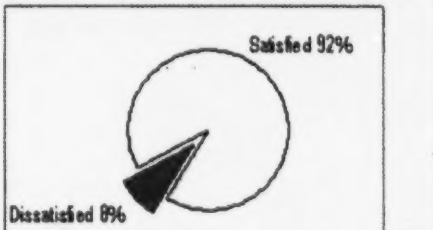
Satisfied	518	93%
Dissatisfied	40	7%
Total Responding	558	100%

Satisfaction with Course Availability



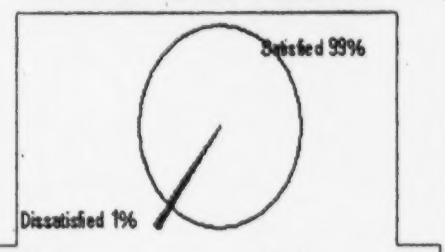
Satisfied	447	80%
Dissatisfied	111	20%
Total Responding	558	100%

Satisfaction with Classroom Equipment



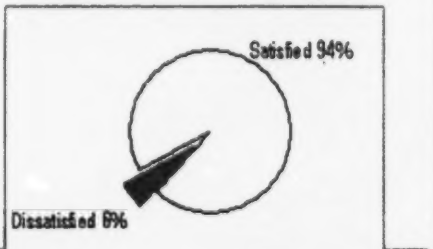
Satisfied	510	92%
Dissatisfied	46	8%
Total Responding	556	100%

Satisfaction with Class Size



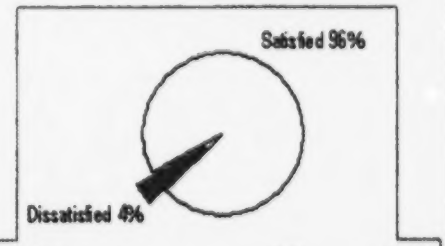
Satisfied	550	99%
Dissatisfied	6	1%
Total Responding	556	100%

Satisfaction with Facilities



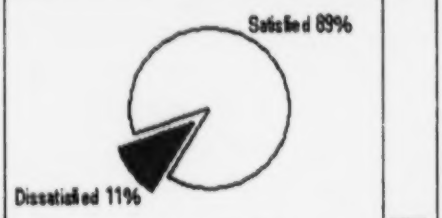
Satisfied	527	94%
Dissatisfied	31	6%
Total Responding	558	100%

Satisfaction with Grading



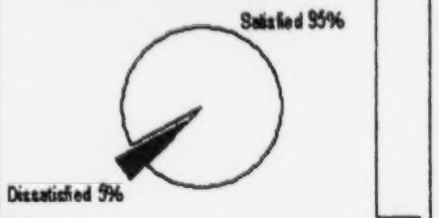
Satisfied	533	96%
Dissatisfied	24	4%
Total Responding	557	100%

Satisfaction with Offering Innovativeness



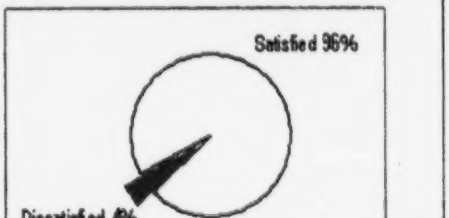
Satisfied	485	89%
Dissatisfied	61	11%
Total Responding	546	100%

Satisfaction with Instructor Helpfulness



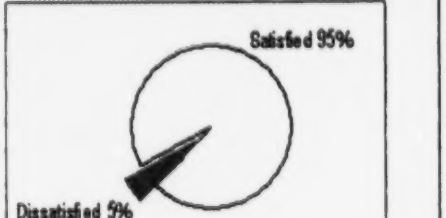
Satisfied	531	95%
Dissatisfied	26	5%
Total Responding	557	100%

Satisfaction with Academic Experience



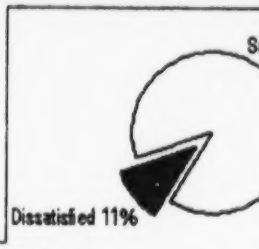
Satisfied	531	96%
Dissatisfied	25	4%
Total Responding	556	100%

Satisfaction with Instructor Competance



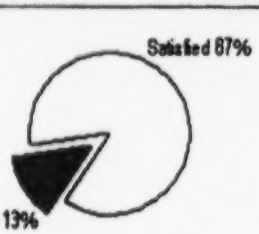
Satisfied	530	95%
Dissatisfied	27	5%
Total Responding	557	100%

Satisfaction with Major Requirements



Satisfied	493	89%
Dissatisfied	61	11%
Total Responding	554	100%

Satisfaction with Course Scheduling

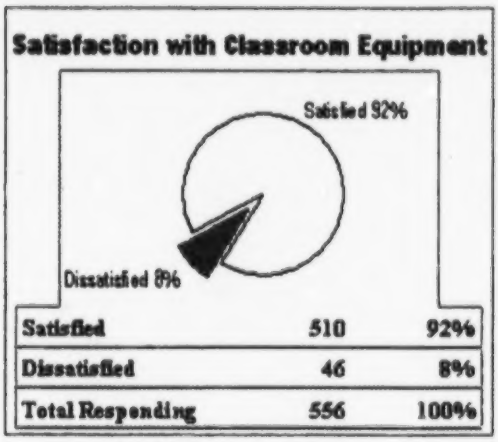


Satisfied	483	87%
Dissatisfied	74	13%
Total Responding	557	100%

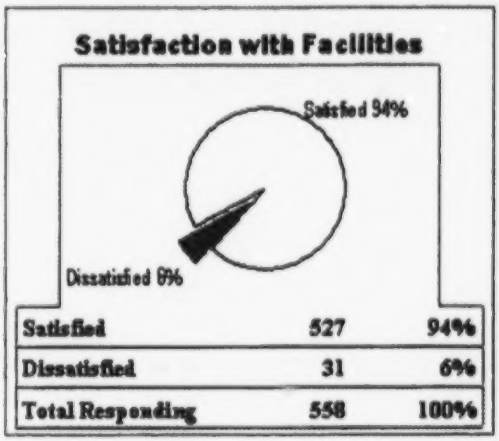
College System Program 4: To provide and maintain a quality physical plant.

Objective 4: To provide adequate management and maintenance of physical facilities.

Status of Objective: The Graduate and Transfer Student Surveys provided results for this objective.



Satisfied	510	92%
Dissatisfied	46	8%
Total Responding	556	100%



Satisfied	527	94%
Dissatisfied	31	6%
Total Responding	558	100%

Objective 5: To provide adequate new facilities or the renovation of existing facilities.

Status of Objective: As of September 1, 1999, the seven colleges have identified $51,845,414 in emergency repair, preventative maintenance, or renewal projects that should be accomplished in the next six years. Of that amount, projects totaling $38,073,559 are in a deferred status. That is, the scheduled dates for maintenance cannot be achieved with funding available in current budgets. For the 1999-00 Biennium, it is anticipated that $3.2 million from Coal Lease Bonus funds will be available to meet some of the need. Laramie County Community College, having a voter-approved 5 mill optional levy over the next four years, will have available approximately $8.5 million to address facility and technology needs. Other colleges will devote some of their operating budget, and in some cases private funding, to maintenance requirements, but those amounts are not finalized.

College System Program 5: To provide for workforce development and continuing education programs.

Objective 1: To deliver quality continuing education and workforce development programs by employing a highly qualified faculty, staff and administration.

Status of Objective: Of those colleges reporting, 100% of College System workforce development staff meet WCCC and individual college job description standards. Northwest, LCCC, and Eastern Wyoming College did not report on this objective.

Objective 2: To prepare students for workforce development or continuing education goals by providing equipment and technical support.

Status of Objective: Workforce development and the upgrading of workforce skills inherent in continuing education are an integral part of the College System mission and curriculum, but colleges of the system do not isolate resources expended on these goals.

Subprogram A: To provide high quality workforce development education.

Objective 1: To upgrade the knowledge and skills of the existing workforce.

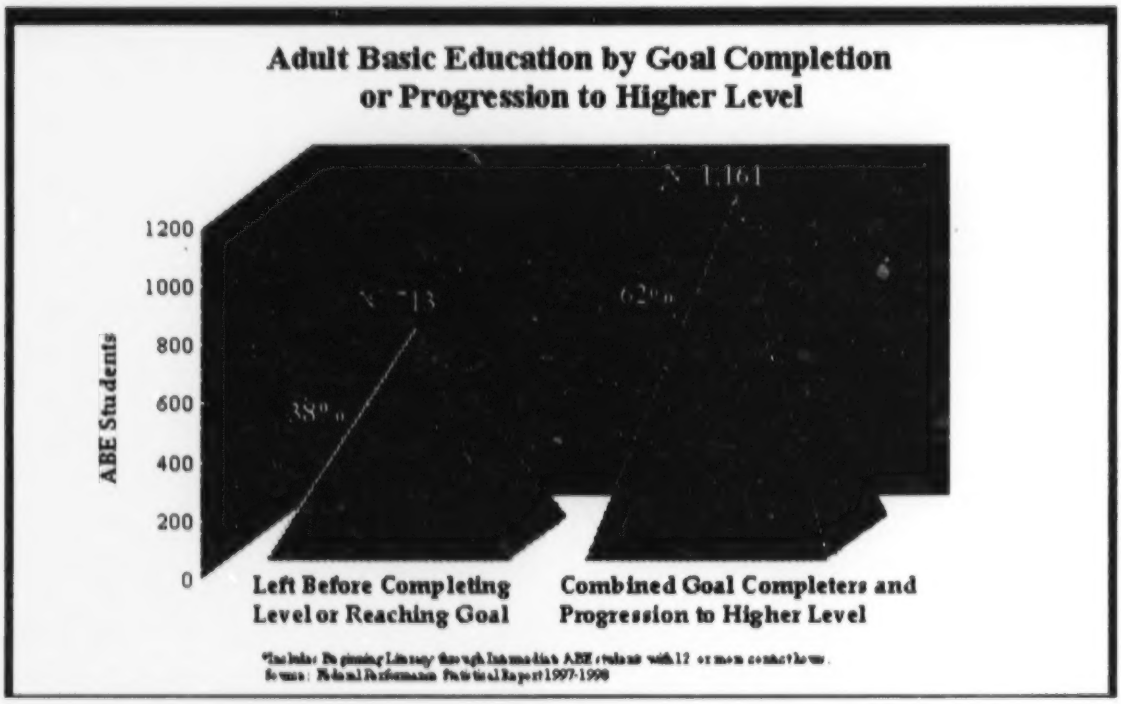
Status of Objective: One hundred and thirty-nine career and occupational graduates responded to the statement "This college did an excellent job of preparing me for full-time enrollment in my chosen career or profession." Eighty-six percent either agreed or strongly agreed to this statement while fourteen percent disagreed or strongly disagreed. See chart on page 25.

Subprogram B: To provide high quality ABE, GED, and ESL education.

Objective 1: To attain gains in adult basic literacy skills.

Status of Objective: Annual Federal Performance Reports provided the results for this objective. Until this year, methods of counting participants and successes varied from ABE program to ABE program. This year ABE/GED/ESL is restructuring the reporting system to match the requirements of the US Department of Education and The Wyoming Adult Basic Education Transitional State Plan. Consequently, because some programs counted those who completed a goal and then moved on to a higher level as two persons, and because program participation by hour varied from community college program to community college, data has not always been consistent. These inconsistencies have not only affected annual reports in the past, they also affected projected performance levels in our transitional state plan.

ABE/GED/ESL has now begun a program to work closely with the ABE programs throughout the state so that each program will accurately and consistently report student data. The office has also begun to install the reporting system as required by WIA (The Workforce Investment Act).



Objective 2: To attain high student satisfaction levels for general adult and basic education course offerings.

Status of Objective: Satisfaction surveys for ABE students have not yet been developed or administered.

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Objective 3: To attain a high pass rate on the GED exam.

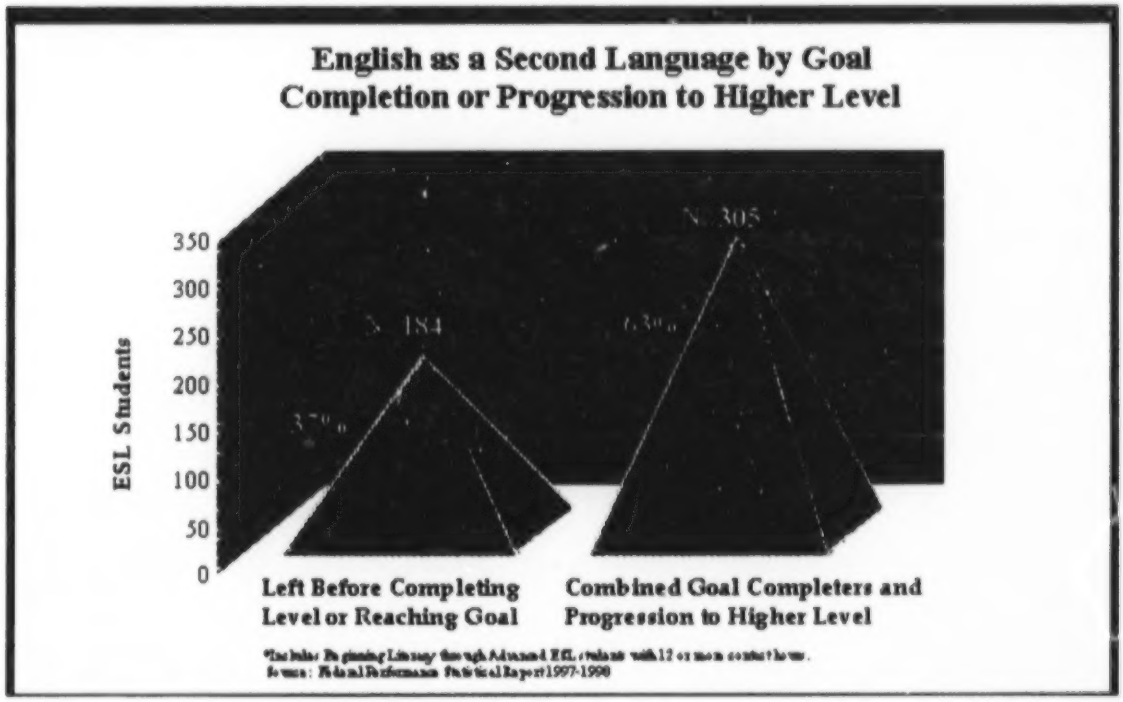
Status of Objective: No report.

Objective 4: To attain a high student satisfaction level for General Educational Development (GED) equivalency diploma program offerings.

Status of Objective: Satisfaction surveys for GED students have not yet been developed or administered.

Objective 5: To attain gains in ESL skills.

Status of Objective: Annual Federal Performance Reports provided the results for this objective.



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Adult Basic Education, English as a Second Language, & Adult High School Annual Performance Report July 1, 1997- June 30, 1998

Educational Functioning Level	Total Enrollment With At Least 12 Contact Hours	Total Contact Hours	Left Before Completing Level or Reaching Goal		Completed Level or Reached Goal and Left		Moved to a Higher Level		Combined Completers and Progression to Higher Level	
	Number	Number	Number	Percent	Number	Percent	Number	Percent	Number	Percent
ABE Beginning Literacy	117	10,558	58	60%	9	9%	30	31%	39	40%
Beginning ABE	650	28,509	253	44%	125	22%	191	34%	316	56%
Intermediate ABE	1,247	38,787	402	33%	478	40%	328	27%	806	67%
Subtotal	**2,014**	**77,854**	**713**	**38%**	**612**	**33%**	**549**	**29%**	**1,161**	**62%**
ESL Beginning Literacy	104	5,750	41	38%	25	23%	41	38%	66	62%
Beginning ESL	194	10,564	70	42%	30	18%	67	40%	97	58%
Intermediate ESL	184	8,666	53	38%	25	18%	61	44%	86	62%
Advanced ESL		4,546	20	23%	41	47%	27	31%	68	77%
Subtotal	**482**	**29,526**	**184**	**37%**	**121**	**24%**	**184**	**39%**	**305**	**63%**
Adult High School (GED)	**1,109**	**26,423**	**229**	**19%**	**668**	**54%**	**331**	**27%**	**999**	**81%**
Total	**3,703**	**133,803**	**1,126**	**31%**	**1,401**	**39%**	**1,076**	**30%**	**2,477**	**69%**

Objective 6: To attain high student satisfaction levels for English as a second language (ESL) course offerings.

Status of Objective: Satisfaction surveys for ESL students have not yet been developed or administered.

College System Program 6: To facilitate public and community services for the benefit of Wyoming citizens.

Objective 1: To offer community service programs.

Status of Objective: Of those colleges reporting, an average of 56,477 citizens per year, per college attend cultural and recreational activities, or public forums at college facilities. Data for this objective were provided by individual college records. Northwest, LCCC, and Eastern Wyoming College did not report on this objective.

WYOMING COMMUNITY COLLEGE COMMISSION

September14, 1998

Wyoming Postsecondary Education Options Program Study

Domain 2 Study[1]

I. Introduction:

Purpose of the study

In the summer of 1997 the Wyoming Community College Commission undertook an initial study to investigate student utilization and funding of WPEOP throughout the Community College System. As often happens in social science research, the data gathered dictated a more comprehensive look at WPEOP for a clearer understanding of concurrent enrollment programs statewide.

The study was expanded to include interviews with college personnel and survey questionnaires sent to the 48 Wyoming school districts. The design of the study was descriptive. The purpose was (1) to advance an understanding of the postsecondary options program, and, (2) to provide the University of Wyoming with requested information on the expected number of incoming Wyoming high school graduates having completed requisite freshmen coursework through WPEOP. Results of the previous study were published in the October 20, 1997 "Report to the Joint Education Committee Wyoming Legislature" (pages 11-12).

What is concurrent/dual enrollment in Wyoming?

The Wyoming Postsecondary Education Options Program (WPEOP) outlines conditions under which Wyoming High School students can take college-level courses and earn concurrent college and high school academic credit (Wyoming Education Code, Chapter 20: Article 2) (appendix A of this report). Implemented in 1995, the program provides an opportunity for high school students to earn college credit while still in high school (HS), often without leaving their high school campuses. All seven community colleges offer a selection of WPEOP courses. The University of Wyoming has stated that although WPEOP courses have not been offered directly by the University, negotiations with respect to offering courses have taken place with Laramie High School. Both the community colleges and the University of Wyoming accept WPEOP coursework (academic transfer courses) when successfully completed.

WPEOP coursework is delivered as follows:

· HS students attend classes at college campuses taught by college faculty.

· HS students attend classes at HS campuses taught by college faculty.

· HS students attend classes at HS campuses taught by qualified HS faculty (HS instructors must qualify as college adjunct faculty and use college syllabi and textbooks for WPEOP courses).

· HS students attend televised courses taught by college faculty at HS campuses. At the time of the study, only one college utilized strictly college faculty in the delivery of WPEOP coursework (using qualified HS faculty was under consideration at this college). Wyoming Education Code, Chapter 20: Article 2 makes no reference to qualifying standards of WPEOP instructors and such qualitative issues are beyond the scope of this report.

II. Dual/Concurrent Enrollment—An Overview

". . . [I]n today's educational environment high schools and their students will aggressively pursue avenues to obtain college credit. It is our responsibility to respond to this reality by creating dual credit programs which offer students quality college-level instruction and which unite teachers at both levels in a mutually beneficial professional undertaking" (Michael Vivion, WPA:-Writing-Program-Administration; v15 n1-2 p55-60 Fall-Win 1991).

Key Issues

The above quote captures a dominant theme recurring throughout the literature on dual/concurrent enrollment programs. Addressing English dual enrollment programs offered through several high schools and a Midwestern university, the author stated, ". . . these types of programs are perceived as essential opportunities for the districts' students, opportunities which parents both expect and demand." Most of the findings in the literature review support the notion that dual enrollment programs will experience continued growth. Because of this expected growth, colleges, high schools, and state agencies are compelled to research various elements of dual enrollment programs:

- Student eligibility
- Program completer outcomes
- Academic quality
- Grading standards
- Faculty credentials
- Financial and logistic impact on high schools and colleges
- Compliance with statutorily defined standards
- Funding

Many of the individual colleges and college systems require that high school juniors and seniors have better than average grade point averages to be eligible for dual enrollment programs. Recommendations of high school principles are also a common requirement, as are diagnostic placement tests, and course prerequisites.

Follow-up on program completers is being conducted in many systems. Writing of concerns of the public, the legislature, and four-year institutions, a research report by the Virginia Community College System (VCCS) stated:

> There are doubts and concerns about what the public school and community college partnerships are accomplishing with their dual credit instruction. The individual colleges and the System need to collect and analyze student performance data, by courses and disciplines. . . . The public, therefore, should be informed about procedures (1) to determine which students are eligible for admission to dual credit courses, (2) to

> measure student achievement and verify that they have acquired knowledge and skills commensurate with college level instruction, and (3) to assess dual credit students' subsequent academic achievement in non-dual–credit courses taken at the community colleges or the universities.
> Until we are able to report on whether or not students who have taken dual credit instruction are as adequately prepared to do college level work as those who never took the dual credit courses, the concerns about the effectiveness and quality of dual enrollment instruction will remain (Virginia Community College System Study of the Colleges' Operation of Dual Credit Agreements with Public High Schools, May 18 to September 8, 1992, p.5) [bold type in original].

The Virginia study found that 7 of the 17 community colleges in the state system conducted dual enrollment assessment and concluded that "Each community college, without exception, should have a strategy for assessing student learning outcomes in dual credit courses" (VCCS Study, p.9).

Just such student outcomes assessment was undertaken by Patricia Windham, Ph.D., Director of Educational Effectiveness and Research for the Florida State Board of Community Colleges (What Happens to Community College Dual Enrollment Students, 1996). Twenty-eight community colleges in the public community college system enrolled 23,343 dual enrollment students in 1994-95 who earned 62,745 hours of credit. The study followed students from Pensacola Junior College (PJC) and Tallahassee Community College (TCC) to the University of West Florida and Florida State University. PJC limited their sample to students taking dual credit English 1101 and/or 1102 while TCC used all students enrolled in dual credit courses.

Windham found that the mean GPA of former dual enrollment students was slightly higher than the mean GPA of native students at both universities. She also found that, "none of the former dual enrollees made below a C in any FSU English or literature course" (Windham, p.5). Additionally, former dual enrollment students did better in subsequent sequence courses offered at the university than did regular university students.

Windham noted that the higher grade distribution of former dual students would be expected since HS dual enrollment students had to pass a college placement test and be recommended by the high school principal before registering (also indicating that this group of students, for the most part, were more highly motivated and academically skilled than the average student). One of the Windham study weaknesses was comparing the brightest students in high school to the wide-ranging academic variation found in the entire university student population.

The University of Missouri-Kansas City's High School/College Credit Program follow-up studies on their dual enrollment English students revealed that students "generally perform as well or better in their following composition courses" at the university (Vivion, p.59). No methodology or statistical analyses were offered.

The academic quality of dual enrollment programs is closely linked to the issue of student outcome assessment because, in part, what is being measured in outcome assessment is, the quality of instruction offered. A strong opponent of dual enrollment programs in English, David Schwalm wrote "In many dual enrollment programs, a student who has paid tuition need only pass senior [HS] English to be assured of college credit" (David Schwalm, *WPA:-Writing-Program-Administration;* v15 n1-2 p55-60 Fall-Win 1991*)*. Schwalm believed that "the rapid spread of dual enrollment programs are, on the one hand, economic incentives (get rid of "expensive" college composition programs by giving everyone credit in high school and get tuition too) and, on the other, students and parents who naively buy into the equation of credit hours with knowledge. It is extraordinarily difficult to resist a practice that is both economically advantageous and supported by its victims" (Schwalm, p.53-54).

Vivion reported that once the English faculty at his university "decided to accept the reality" of offering college credit on the high school campus, steps were taken to recreate the program that proved very successful:

> The program that evolved includes the following elements: direct supervision of participating teachers, departmental approval of participating faculty, opportunities for professional development, collaboration between on-campus and high school faculty. This redesigned program has significantly changed relationships between the English Department and local school teachers. . . . Because the [HS] teachers feel connected with the department, they feel freer to collaborate with the department. . . . In short, these teachers have become valuable colleagues whose voices are now part of the professional conversation of our English department. . . . We have joined with our school colleagues to create a school/college collaboration which has significantly improved the quality of writing instruction at both the high school and the university (Vivion, p.57-59).

While Vivion had high praise for his English Department's commitment to participation in the establishment of a dual enrollment program, he stated that the department would prefer to have students on the university campus and this preference is the reason that his university does not offer the second course in English composition at the high school campuses. Interaction with students of different ages from different locales and the benefit of the unique cultural circumstances of a college campus are discussed in the literature as reasons for preferring students get college credit on the college campus.

Schwalm makes an argument along these same lines:

> They must learn to address college audiences, to write about complex and abstract subjects, to draw on the research resources that college writing tasks require, to use college-level reading and discussions as a basis for writing. College writing courses are, by definition, taught in the general context of college—a context impossible to replicate in a high school senior English class (Schwalm, p53).

In summation, the literature identifies many problems while proposing somewhat fewer solutions regarding the simultaneous delivery of high school and college credit. But the literature is concordant on one theme: dual enrollment is popular with students and parents and is growing rapidly because of financial incentives to both the providers and receivers of dual credit. Sometimes only implied and other times clearly stated in the literature is the assumption that "If a college or university fails to offer dual credit to high schools within their area (for whatever reason) the high schools will find someone else who will."

II. Methodology

Individuals knowledgeable about WPEOP policies at the colleges were interviewed personally or by phone (at all but one college, academic deans). Interviews lasted from 10 to 20 minutes and often required follow-up questions submitted by email. Documents such as WPEOP written agreements between the colleges and the school districts were requested along with any other documents addressing rules under which WPEOP operates. Additionally, a two-page questionnaire (appendix B) was mailed to Wyoming's 48 school districts through the office of the Wyoming Department of Education's (WDE) Deputy Superintendent of Public Instruction.

After completing interviews with college personnel, a short report compiling information from both the interviews and relevant documentation was sent back to the participants via email. Participants were asked to review the reports and respond to items they felt were inaccurate and/or to submit additional information they felt necessary for clarification. Five colleges responded and their responses are reflected in this final report.

The school district survey questionnaire consisted of 8 open-ended questions and requested

that districts provide anonymous student data listing the number and title of the courses taken through WPEOP for all students graduating from HS in May 1998. Twenty-six of Wyoming's forty-eight school districts responded (54% response). Although the information submitted by some of the school districts was detailed and appeared comprehensive, some respondents provided less information.

III. Student Eligibility

Wyoming Education Code states that student eligibility requirements for WPEOP participation shall be based on criteria established by the colleges. Eligibility requirements for WPEOP students varied among the 7 colleges. Criteria used by the colleges included: COMPASS or ASSET exam scores, ACT or SAT scores, high school GPA, high school transcript, completion of prerequisite courses, grade level, age, and recommendation/permission of high school instructors, counselors, and principals (appendix B).

Most Wyoming community colleges required students be seniors and/or juniors in high school in order to qualify for WPEOP courses. One college had no grade level requirement, but required that students be 16 years of age. Another college required students be age16, but recommended that students also be seniors. One tied grade level requirements to GPA: juniors and seniors were eligible with a 2.7 GPA and students below the junior level were eligible with a GPA of 3.5. All of the colleges expressed a willingness to review student circumstances and past performance on a case-by-case basis and make determinations accordingly. Some colleges asked for high school instructors', student counselors', and/or principals' permission or recommendation to qualify for WPEOP.

COMPASS or ASSET placement exams were used at all of the colleges to determine if students possess literacy and math skills necessary to accomplish college-level coursework. Colleges also accepted ACT or SAT scores as evidence of college-level skills. Student transcripts from participating high schools were also requested at some of the colleges.

Variations in individual college requirements regarding student eligibility existed among the colleges of the system, but overall, common requirements exceeded deviations. COMPASS or ASSET exams were used throughout the system as an indicator of students' ability to handle college-level coursework while junior or senior status was the norm for grade level. A minority of colleges used high school GPA requirements or recommended minimum grade point averages.

Eligibility requirements at the school districts varied considerably more than at the colleges.

Nine of the twenty-six districts reported GPA requirements: 2.0, 2.7, 3.0, 3.25, or B+. Eleven reported that students are required to take a pretest, COMPASS, ASSET, ACT, or SAT. Five districts reported that recommendation and/or permission of HS teachers, counselors, or principals were the only eligibility requirements. In some districts having more than one high school, eligibility requirements varied by individual high school. Some districts had combinations of GPA, pretest, and staff recommendations. Three reported that the eligibility requirements of the colleges in their districts set the standards.

IV. Course Structure

Use of the term "course structure" in this report refers only to the formal guidelines established by the colleges and school districts regarding delivery of WPEOP coursework. This study made no attempt to measure qualitative aspects of WPEOP delivery in Wyoming. Teacher quality, course rigor, and academic achievement of students were beyond this project's scope. Rather, this study documents guidelines the 7 colleges have implemented in an attempt to ensure course quality.

All colleges but one used HS faculty in the delivery of WPEOP courses. HS faculty were normally approved using the same standards as all adjunct college faculty. One college specifies in "Concurrent Enrollment Procedures," conditions whereby HS faculty may be approved if they do not meet standard adjunct faculty qualifications:

> These conditions may include enrollment in an appropriate graduate class, agreement to team-teach with approved instructor, agreement to teach the course using programmed or prepared materials, or agreement to on-campus peer faculty's review of tests, essays, or other assignments that assess the attainment of course objectives.

Another college stated in their concurrent enrollment agreement that "faculty from the appropriate participating discipline areas will meet on a yearly basis to review and mutually agree upon course content, objectives, outcomes, and outcome assessments in order to meet or exceed those established at . . . [this college]. "Outcome assessment" here refers to an assessment test administered at the end of both regular class sections and WPEOP class sections throughout the college district. Scores of WPEOP and regular college students are compared for competency level.

Colleges normally required that HS faculty use the same syllabi and textbooks as the college courses of the same name and number taught on the college campuses. Exceptions were granted at some schools when college and high school faculty met and agreed on changes in

curricula, syllabi, or textbooks.

V. Funding of WPEOP

The funding mechanism outlined in Wyoming statue states:

> *The school district and the university or community college district entering into an agreement for purposes of this section shall, if there are any fees within the agreement, establish fees to be assessed the school district for student participation under the program, the payment schedule for the established fees and other necessary arrangements to facilitate fee payment and collection. Any textbooks, materials or equipment purchased under the established fees shall be addressed within the agreement entered into between the university or college and the school district. The university or community college shall not directly assess and collect any fee from the participating student for textbooks, materials, student services or any other fees otherwise assessed and collected from students attending the institution* (Wyoming Education Code, Chapter 20: Article 2).

Four entities were involved in funding WPEOP: colleges, school districts, Boards of Cooperative Education Services (BOCES), and students themselves. Colleges sometimes received payment from school districts for tuition and/or fees. Two colleges reported directly receiving BOCES funds. In one district BOCES paid 100 percent of concurrent enrollment books and tuition for students' first courses. In another, BOCES money covered student fees ($16.50 per credit hour). The remaining five colleges reported no direct receipt of BOCES funds.

At five of the colleges, there were reimbursement arrangements between school districts and colleges covering tuition, facility use, instructors' salaries, textbooks, and/or classroom supplies. The most frequently used reimbursement arrangement consisted of colleges billing school districts for tuition and/or fees at the standard rate, and the school districts subsequently billing the colleges for faculty salary and/or facility use. This occurred where WPEOP courses were taught at school district sites by school district faculty (the most frequently used delivery method).

Several variations on this arrangement existed at individual colleges:

- One college fully covered student tuition and fees while the school district covered costs for faculty salary, facilities, textbooks, and supplies; this agreement produced essentially the same results as the arrangement above, but the reimbursement procedure was bypassed.
- Generally, school districts were responsible for transportation, textbooks, and/or classroom materials.
- One college reimbursed school district faculty based on the college's faculty pay schedule.
- One college paid a set rate of $1,200 to the school district for each 3 hour WPEOP course taught at a school district site and also directly paid $200 to teachers to cover paperwork (a usual minimum of 10 students per class was required for the class to be offered).

WPEOP funding appears to be shared predominantly by colleges and school districts (of course, both include WPEOP students in their FTE counts for which they receive formula funding). Local BOCES are major contributors in funding WPEOP in some college districts, and apparently play little or no financial role in others.

Of the school districts, 17 reported that BOCES played no role in funding at their end, while 8 reported having received funds from BOCES. Seventeen districts (65% of those reporting) said that students were required to pay at least some, and sometimes all, of the tuition for WPEOP courses. Five districts reported some type of scholarship funds available to help students finance WPEOP courses. Seventy-seven percent of the reporting districts (20 districts) reported that district budget funds were used in the funding WPEOP.

VI. Student Utilization

School districts were asked to report the number of students who had utilized WPEOP since its inception in 1995. The district responses ranged from 0 to 550 students. In sum, the 26 reporting districts (out of 48) responded that approximately 3,860 students had received WPEOP credits in their districts (see Table 1, page 12).[2]

The variety of courses offered was substantial: 117 courses ranging from Accounting to Russian, to Beginning Guitar, to Engineering Computing (Table 2, page 13).

Students scheduled to graduate from HS in Spring 1998 and who utilized WPEOP coursework made use of the program in varying degrees. While some students used the program sparingly (1 or 2 courses) others completed their college-level freshman English, History, Math, and Political Science requirements, and beyond. It was not unusual to find students with 12 to 15 hours of college credit completed by the time they graduated from high school. Overall, the program was used by a large number of students for a variety of purposes; some used the program to fulfill required college courses while others used it to explore music and theater.

VII. Implications

1. The degree to which student outcome assessment is being conducted by the colleges was not part of this study. The literature review (and known "best practice") suggests that such assessment is necessary to evaluate the effectiveness of dual enrollment programs. Follow-up studies on the ability of dual enrollment students to perform adequately in subsequent college coursework is fundamental to assessing program effectiveness and academic quality.

2. The degree to which HS teachers (often adjunct college faculty) are supervised by college faculty in the delivery of dual enrollment was not part of this study. The literature indicates that close college faculty and HS faculty collaboration in the delivery of dual enrollment coursework may serve to significantly improve the quality of instruction at both the high schools and the colleges.

3. Student eligibility requirements were part of this study. If equality in student opportunities for dual credit is a goal in Wyoming's delivery of education, adjustments may be necessary to student eligibility requirements at both the school districts and colleges in order to meet that goal. Discussions among deliverers of secondary and postsecondary education are suggested to (1) determine if statewide consistency in eligibility requirements is indeed a goal and, (2) determine how the system might go about adjusting the requirements to achieve consistency.

4. Student utilization of dual enrollment was part of this study. This study failed to document an accurate census of utilization rates because of low response rates from the school districts. The rate at which the program is growing statewide will have fiscal, academic, and staffing implications for school districts, colleges, and the University. An accurate census may be necessary to plan effective program delivery.

5. Funding of WPEOP was part of this study. In some districts, student are offered dual enrollment opportunities with little or no out-of-pocket costs. In others, students pay a major share of the cost of dual enrollment courses. If equality in funding for dual credit is a goal in Wyoming's delivery of education, adjustments are necessary to funding at both the school districts and colleges in order to meet such a goal. Discussions among deliverers of secondary and postsecondary education are suggested to (1) determine if statewide consistency in funding is indeed a goal and, (2) determine how the system might go about achieving consistency.

A comprehensive and focused analysis of dual/concurrent enrollment programs in Wyoming is suggested by this study. The areas of analyses should include, but not be limited to:

· Student eligibility

- Program completer outcomes
- Academic quality
- Grading standards
- Faculty credentials
- Financial and logistic impact on high schools and colleges
- Compliance with statutorily defined standards
- Funding

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[1] Domain 2 studies are defined in the Wyoming Community College System Strategic Plan 1998-2002 as "studies of the system deal[ing] with subjects within the purview of local college governing boards and are within the statutory responsibility of the Commission, but which are of interest to the legislature, the Office of the Governor, the Commission, and local boards and may result in recommendations to local college governing boards" (page 5).

[2] Several districts reported that the numbers they were providing were approximations. Natrona County submitted a hard copy list of 5 semesters of WPEOP students that include duplicated counts of students. A rough estimate was compiled from that list.

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